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Office of Communications,
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A map of the United States is shown in the background. The landmasses are a light blue color, and the surrounding water is a darker blue. The map is oriented with the top of the page at the top.

2000 Environmental Education Grant Profiles

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**U.S. Environmental Protection Agency
Office of Environmental Education
Office of Communications, Education, and Media Relations
Ariel Rios Building
1200 Pennsylvania Avenue, NW (1704A)
Washington, DC 20460**

<http://www.epa.gov/enviroed>



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SUMMARY STATEMENT

ANNUAL AWARD UNDER SECTION 6 OF THE NATIONAL ENVIRONMENTAL EDUCATION ACT (PUBLIC LAW 101-619)

This report summarizes 165 environmental education grants awarded by the U.S. Environmental Protection Agency (EPA) during fiscal year (FY) 2000. The Environmental Education Grants Program was created under Section 6 of the National Environmental Education Act, and the first grants were awarded in 1992. EPA's Office of Environmental Education (OEE) manages the program. Grants of Federal funds over \$25,000 are awarded annually by EPA Headquarters and smaller grants by the 10 EPA regional offices, as described below.

The grants are awarded to stimulate environmental education by supporting projects that address EPA educational priorities such as: education reform and capacity building, human health, teacher training, career development, and community environmental issues, including those related to environmental justice. The goal of the program is to support projects that enhance the public's awareness and knowledge of environmental issues and the skills they need to make informed and responsible decisions that affect environmental quality. Any college or university, tribal or local education agency, state education or environmental agency, nonprofit 501(c)(3) organization, or noncommercial educational broadcasting entity is eligible for grants under the program.

In FY 2000, Congress appropriated almost \$2.4 million for the grants program. Federal funds may not exceed 75 percent of the total funding for a project. Dollar amounts reported in this document are the EPA funds awarded to the project only. Each project listed also has secured matching funds from sources other than federal programs. Such matching funds, often exceeding 25 percent of total funds for a project, are not reported in this document.

Headquarters awarded 15 large grants, for a total of \$1,158,020. Grants awarded averaged \$77,201; the smallest grant awarded was \$29,500; four grants exceeded \$100,000; and the largest awarded was less than \$150,000. In total, EPA's 10 regional offices awarded \$1,187,000 for an average of 15 grants each. The competition for grants is intense, especially as the amount of funding requested increases. For example, in FY 2000, Headquarters funded less than 7 percent of the 226 grant applications received. Because Congress mandates that 25 percent of the grant funds be awarded to small grants of \$5,000 or less, EPA is much more likely to award funding for small grants.

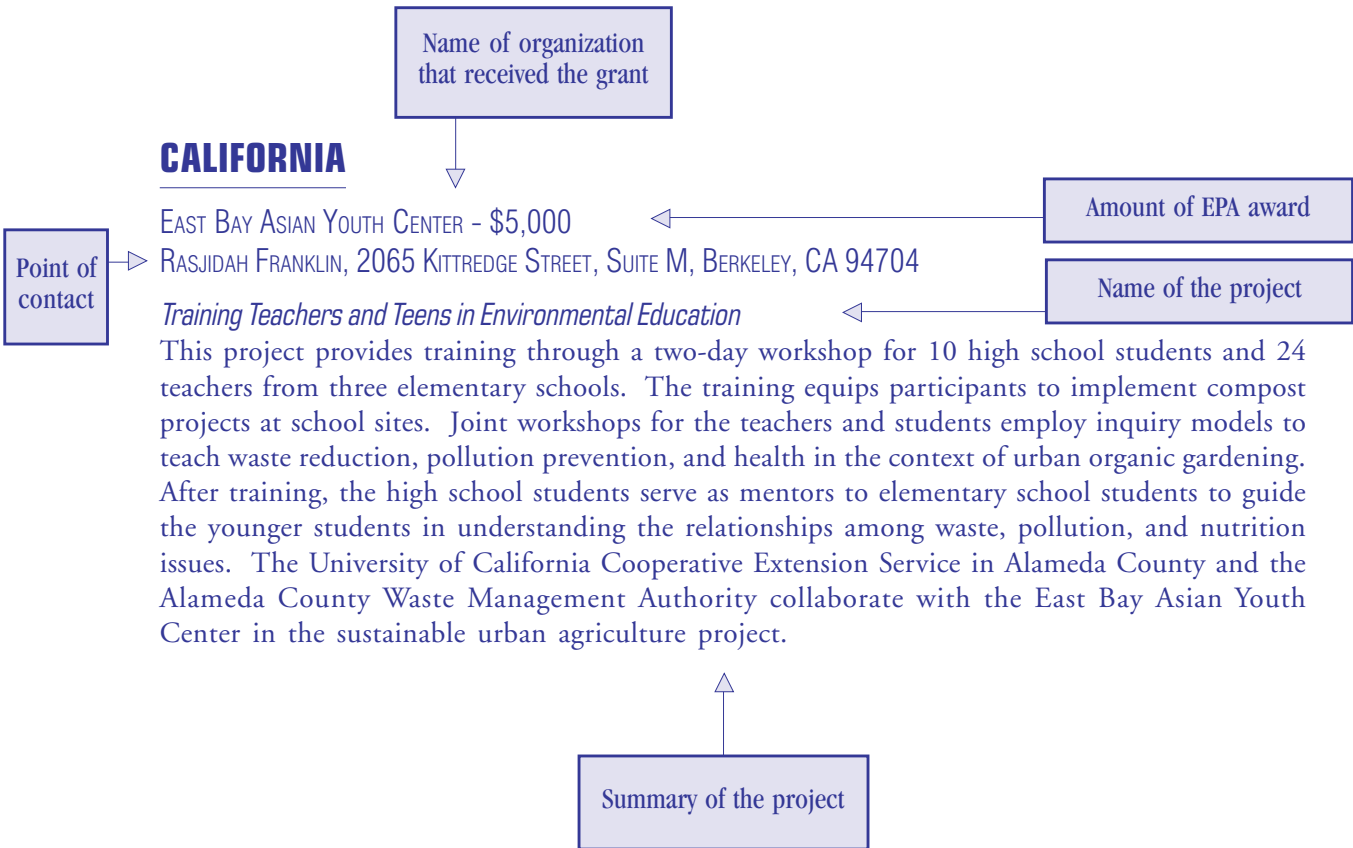
EPA's annual Environmental Education Grants Solicitation Notice describes the solicitation, evaluation, and award process through which EPA arrives at final decisions about grant winners. The solicitation notice is published and available for review in the Federal Register, which can be obtained at most libraries, and can be viewed on the Internet at www.epa.gov/enviroed. The most recent solicitation notice also can be obtained by contacting EPA Headquarters or an EPA regional office. A list of EPA contacts is provided on pages 50 and 51 of this document.





USING THE GRANT PROFILES

The main section of this document provides profiles of environmental education grants awarded annually. Profiles are listed in alphabetical order by the state or United States (U.S.) territory in which the project was conducted. Each profile identifies the organization that received the award, the amount of the award, and a point of contact for the project and presents a summary of the project. Illustrated below is a sample profile:



GRANTS AWARDED BY EPA HEADQUARTERS

California

SAN FRANCISCO UNIFIED SCHOOL DISTRICT - \$149,202

KENNETH GONZALEZ, BALBOA HIGH SCHOOL, 1000 CAYUGA STREET, SAN FRANCISCO, CA 94112

WALC Across the City

The Wilderness Arts and Literacy Collaboration (WALC) is a consortium of academic programs in the San Francisco Unified School District that incorporates environmental education as a tool to integrate science, English, social studies, art, and technology for diverse urban student populations. WALC is introducing disadvantaged inner-city students to nature and new environments and building upon those experiences to inspire students to examine environmental issues in their communities, to take action to address those issues, and to increase environmental awareness among their schools and communities. Goals for the upcoming school year include incorporating WALC into the master schedule at Balboa High School, continuing to conduct the program at Downtown High School, instituting an elective class at Galileo High School, and establishing a network of students and teachers in the three high schools to enhance collaboration on future projects. Students in the program are producing newsletters, participating in field and camping trips, developing an anthology of student writing, and participating in hands-on lessons, among other activities. Resources, curriculum and other contributions are provided to WALC by several partner organizations, including the Marin Headlands Institute, the Environmental Science Initiative of the San Francisco Education Fund, the National Park Service, and the San Francisco Department of Recreation and Parks. Students who represent socioeconomically and culturally diverse populations are the principal audience of the project.

Florida

FLORIDA INSTITUTE OF TECHNOLOGY - \$49,427

TOM MARCINKOWSKI, 150 W. UNIVERSITY BOULEVARD, MELBOURNE, FL 32901-6975

Evaluation of Multigrade Environmental Programs in Public Schools

The project addresses a critical need in Florida to document and analyze the effectiveness of environmental education programs in producing positive learning outcomes in school subject areas. The Florida Institute of Technology, assisted by partner organizations, leads the effort to evaluate descriptive information and qualitative and standardized test score data from school-based environmental programs that encompass two or more consecutive grade levels. The target audience of the project includes instructional and administrative personnel in schools that have environmental programs in two or more consecutive grades; key decision makers in the public school, school reform, and environmental education communities; state environmental education coordinators and officers and board members of state environmental education associations; and key national and state environmental education providers. Designed to be easily adaptable, the tools and methodologies can be used by any state to analyze similar information from environmental education programs. Activities related to the project will be conducted in Florida, Maryland, Minnesota, and Washington. Key partners include representatives of Florida Gulf Coast University; the Maryland Department of Education; the Minnesota Department of Children, Families, and Learning; the University of Central Florida; the Office of the Superintendent of Public Instruction, Washington; The Pew Charitable Trusts; and the University of Wisconsin-Stevens Point.



Georgia

GEORGIA DEPARTMENT OF NATURAL RESOURCES - \$40,000

MARK SMITH, 4244 INTERNATIONAL PARKWAY, SUITE 104, ATLANTA, GA 30354

Environmental Education Enhancement and Coordination

The mission of the State of Georgia Environmental Protection Division (EPD) is to provide citizens of Georgia with clean air, clean water, healthy lives, and productive land by ensuring compliance with environmental regulations and by assisting others to participate in activities that improve their environment. Recognizing the need to build capacity by improving and enhancing environmental education efforts, coordinating activities, and using available technologies, EPD and its partners bring together existing groups, compile existing environmental education information, identify needs, and act as a clearinghouse. Following an interagency capacity-building summit to help determine how environmental education organizations can work together more effectively to promote environmental education in Georgia, a Web site is being developed to disseminate information about environmental education activities, opportunities, and resources. The interactive Web site provides users access to curriculum guides and useful information that increases public awareness, as well as links to local, state, federal, nonprofit, private, and for-profit resources. Current environmental education providers, as well as others in the teaching community, students, public officials, and private citizens, are the intended audience of the project. Key partners in the project include the Environmental Education Alliance of Georgia, the Georgia Department of Education, and the Georgia Department of Community Affairs.

Iowa

IOWA STATE UNIVERSITY OF SCIENCE AND TECHNOLOGY - \$83,635

JAMES PEASE, 213 BEARDSHEAR HALL, AMES, IA 50011

Nature Mapping: Involving Citizens in Mapping Iowa's Biodiversity

NatureMapping is a hands-on environmental science and education program, modeled after a similar program conducted in the state of Washington, that brings together students, educators, members of the general public, scientists, and representatives of natural resource agencies to study and document biodiversity. Under the first phase of the project, funded by a grant from within Iowa, a statewide steering committee was created, materials were adapted for use in Iowa, and the basic structure of the project was developed. Under the second phase of the project, participants analyze biodiversity data and develop maps of distributions of species that identify the status of common species and their habitats. Using the information about biodiversity, participants can determine where and why gaps in species distribution occur. The information also is available on the NatureMapping Web page. Members of the community are being educated about the importance of preserving biodiversity as well as the actions they can take to improve their environment and preserve biodiversity. Training is provided through hands-on workshops, as well as interactive sessions conducted through a statewide video network and the Internet. Partners in the NatureMapping project include the U.S. Geological Survey, the U.S. Department of the Interior, and Environmental Systems Research Institute, Inc.



Maine

KIDS CONSORTIUM, INC. - \$109,204
FRANCINE RUDOFF, 215 LISBON STREET, SUITE 12, LEWISTON, ME 04240

Gulf of Maine Institute Without Walls

A unique collaboration among the Kids Involved Doing Service (KIDS) Consortium, Inc. and several key partners, the Gulf of Maine Institute Without Walls is a binational, multijurisdictional effort focused on developing partnerships and educational initiatives among adults and youth at five watershed sites in the Gulf of Maine area. The mission of KIDS Consortium is to move education beyond the classroom as students apply academic knowledge and skills to real community needs. Under the project, students are involved actively in learning about watersheds and producing data, information, and products that are used by partner community organizations and businesses. In addition, teams from each project site participate in a summer institute to share their knowledge and ideas, participate in training programs, and train new teams from communities in the region. Students in kindergarten through 12th grade participate in the project, as well as teachers at each watershed site, representatives of the partner organizations, and community and parent volunteers. Partners include the Wells-Ogunquit Community School District, the Cocheco River Watershed Coalition, the Roxbury Science Workshop, Eastern Charlotte Waterways, and the Tusket River Environmental Protection Association.

Maryland

COUNCIL FOR ENVIRONMENTAL EDUCATION/PROJECT WILD - \$49,900
DONNA ASBURY, 707 CONSERVATION LANE, SUITE 305, GAITHERSBURG, MD 20878

Science and Civics: Sustaining Wildlife

A training curriculum developed by Project WILD, Science and Civics: Sustaining Wildlife is a unique wildlife-based environmental education program for high-school students that aligns activities with national standards for science and social studies as well as national best practices for service learning. The project provides training to staff of the state wildlife agency, school administrators, university faculty, and classroom teachers on such topics as: (1) engaging students through service learning; (2) using the environment as an integrating theme for science and civics courses; (3) conducting educational activities that prepare students to select and implement environmental projects in their communities; and (4) seeking expertise and involvement from members of the local community. The primary audience includes high school teachers, future teachers, and high school students in urban and culturally diverse communities. Project WILD, sponsored and administered by the Council for Environmental Education in cooperation with the Western Association of Fish and Wildlife Agencies, is an interdisciplinary conservation and environmental education program for teachers of kindergarten through high-school students that emphasizes hands-on learning. The project is supported by the International Association of Fish and Wildlife Agencies, Phillips Petroleum Company, and the Pennsylvania Department of Education.

Michigan

MICHIGAN TECHNOLOGICAL UNIVERSITY - \$37,311
ANITA QUINN, 1400 TOWNSEND DRIVE, HOUGHTON, MI 49931-1295

Education for Watershed Planning and Management

Through the project, citizens of primarily rural, low-income communities in Houghton County, Michigan are learning about local environmental issues and how to participate in local environmental decision making related to watershed processes, human effects on those processes, and the economic trade-offs associated



with mitigation of such effects. Stakeholders are enhancing their knowledge and understanding of economic, hydrologic, and ecological effects of various watershed development and management scenarios by becoming actively involved in the development of goals and participating in information sessions, watershed field trips, and model-building workshops. The target audience, residents of the selected watershed, watershed interest groups, and university students, is being reached through town meetings, workshops, field trips, and dissemination of information by newsletters and through the Internet. Partner agencies include the Sturgeon/Otter River Watershed Council and the Groundwater Education in Michigan (GEM) Center for Science and Environmental Outreach at Michigan Technological University.

New York

NORTH COUNTRY WORKFORCE PARTNERSHIP - \$99,700

SUE FLETCHER, 185 MARGARET STREET, PLATTSBURGH, NY 12901

Establishment of Youth Conservation Corps

With the establishment of the Adirondack Youth Conservation Corps, crews of 14- to 17-year-olds are learning about environmental science and conservation by participating in environmental restoration projects being conducted in Adirondack Park. Drawn from four neighboring counties, selected youth are involved in such projects as restoration and maintenance of trails, reforestation, watershed restoration, and wildlife restoration and maintenance in an area affected by several recent federally designated disasters. A typical week for the crews includes two half-days a week in classrooms, one half-day on field trips, and the remaining three and one-half days at work sites in Adirondack Park. The purpose of the project is to deliver a high-quality environmental education curriculum in a real-life, problem-solving context. The youth also are exploring potential career options in the field of environmental science and conservation. Supporters of the project include the CVTEC, the Department of Environmental Conservation, the Adirondack Park Agency, the Department of Social Services, the New York State Department of Labor, and the Adirondack School to Work Partnership.

WEST HARLEM ENVIRONMENTAL ACTION - \$61,628

PEGGY SHEPARD, 271 WEST 125TH STREET, SUITE 211, NEW YORK, NY 10027

Environmental Education Training for Teachers and Students

This project improves environmental health and quality of life and secures environmental justice for members of predominantly African-American and Latino communities in New York, New York. The project strengthens ongoing efforts to promote children's environmental health education by: (1) implementing in three schools in Harlem a scientifically sound, culturally sensitive educational model program to improve teaching skills, environmental health literacy, and problem-solving at the neighborhood level; (2) demonstrating the benefits of establishing collaborative partnerships with local school systems to enhance science curricula; (3) encouraging students to pursue environmental careers through a student-scientist mentorship project; and (4) sustaining those activities through several targeted strategies. Initially, train-the-trainer interactive educational sessions and teacher-student environmental field trips are being conducted for a small number of teachers, to be followed by the training of additional teachers. The teachers in turn train students at three high schools in Harlem. Partners in the project include the Harlem Center for Environmental Health Promotion and Disease Prevention, the National Institute of Environmental Health Sciences (NIEHS) Center for Environmental Health in Northern Manhattan, the Columbia Center for Children's Environmental Health, and Columbia's Lamont-Doherty Earth Observatory.



Texas

CITY OF AUSTIN, WATER RESOURCES DIVISION - \$53,150
R. H. RICHARDSON, 625 E. 10TH STREET, AUSTIN, TX 78701

Hornsby Bend Ecological Mentorship Program

The project brings together environmental professionals; university students; and urban, ethnically diverse, at-risk students to address issues related to urban sustainability at Hornsby Bend, a 700-acre site along the Colorado River, as well as to explore future careers in the environmental field. Teams of university students, guided by environmental professionals and university scientists, are conducting various research projects and undergoing training. They in turn mentor elementary, middle school, and high school students from low-income, ethnically diverse communities. The students are studying issues associated with local ecology, urban environmental management, and urban sustainability at Hornsby Bend by participating in classroom instruction and field trips to environmental sites in the area and using on-line resources. They are learning about the importance of education, environmental career paths, and local urban environmental issues. Multimedia Web-based resources, developed by the university students, also facilitate on-line mentoring among the students. The results of the project are being made available online, along with career resources. The University of Texas, the Travis Audubon Society, the Colorado River Watch Foundation, and a fourth-grade class at Hornsby Bend Elementary School are partners in the project.

UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT HOUSTON - \$80,850
IRINA CECI, P.O. BOX 20036, HOUSTON, TX 77225-0036

Environmental Education for Communities on the U.S.-Mexico Border

Through the hands-on environmental health training program, citizens of low-income and remote communities in areas along the border between Texas and New Mexico and Mexico are participating in a much-needed program that addresses health problems that affect children as a result of exposure to environmental risks. The citizens, who are Hispanic, Native American, and Caucasian, learn how to detect, manage, and prevent the exposure of children to toxic chemical and microbial health hazards. A contingent of environmental health providers, pediatric caregivers and clinical care professionals who work in communities within 100 miles of the area, train members of the communities, using their mobile outreach and field demonstration capabilities. The program, which addresses a severe shortage in the area of environmental training and experience among health care workers and members of the public, builds upon and expands the geographic coverage of similar projects conducted in 1995. The educational outreach strategy developed under the grant has wide application because it promotes binational environmental awareness and serves as a model for involvement of academic institutions with border communities and other organizations. It also can be replicated easily in other remote, inaccessible locations. Key partners in the project include the University of Texas School of Public Health Border Campuses at El Paso, San Antonio, and Brownsville; the El Paso Area Health Education Center; the New Mexico Office of Border Health; and the Border Health Council.

Utah

FOUR CORNERS SCHOOL OF OUTDOOR EDUCATION - \$74,953
JANET ROSS, P.O. BOX 1029, MONTICELLO, UT 84535

Bioregional Outdoor Education Pilot Project

Using a unique approach to introduce bioregional environmental education to multicultural, rural school districts in remote areas, the Four Corners School of Outdoor Education provides training and resources to teachers and students in kindergarten through sixth grade. The pilot program links and strengthens the



sustainability of environmental education programs in Utah, Colorado, Arizona, and New Mexico and uses environmental education as a catalyst to advance state, local, and tribal education reform goals. Teachers representing 12 schools participate in the project, which includes an intensive 10-day summer institute and training courses on how to develop and use an environmental curriculum that is aligned with state standards. Students reached by the project include elementary school children from diverse communities of Native American, Hispanic, and Caucasian populations. Partners in the project include the school districts of South Sanpete, Utah; Montrose, Colorado; and Ganado, Arizona; and the Shiprock Bureau of Indian Affairs School; the American Honda Foundation; W.M.B. Berger Foundation; the Utah Society for Environmental Education; and state affiliates of the North American Association for Environmental Education.

UNIVERSITY OF UTAH - \$113,991

RAY BECKETT, KENNOCOTT RESEARCH CENTER, 1495 EAST 100 SOUTH, ROOM 138, SALT LAKE CITY, UT 84112

Environmental Research and Training Project for High School Science Teachers and Students

In collaboration with the University of Utah's College of Mines and Earth Sciences, the project educates citizens of many different sectors about the effects of environmental pollution and actively involves them in efforts to address the most pressing environmental issues in Utah. The project is based on training teachers to help high school students develop and implement community-based environmental research and pollution prevention projects. In turn, students, organized into teams, discuss their projects with students at other high schools and work with representatives of industry, environmental organizations, and other community agencies to implement their projects. Specifically, the students are identifying and gathering data pertinent to resolving environmental problems and developing and submitting project proposals for peer review. Funding for at least one environmental project per science class also is provided under the project. As the project progresses, the students learn critical-thinking skills and develop an appreciation for how individuals can address and resolve environmental challenges. The target audience includes high school teachers and high school students at 10 to 12 schools in urban, suburban, and rural school districts. The Utah State Office of Education, the Utah Department of Environmental Quality, the Kennecott Utah Copper Corporation, and Utah Partners in Education are partners in the project.

Vermont

VERMONT CENTER FOR THE BOOK - \$105,569

SALLY ANDERSON, 256 HAYWOOD ROAD, CHESTER, VT 05143

Mother Goose Meets Mother Nature Program

The Vermont Center for the Book works collaboratively with several partners to develop and implement programs focused specifically on reaching low-income, educationally at-risk preschool children and their families. Using picture books, discussions, and activities to bring environmental themes to life for preschoolers and the professionals who work with them, the project expands in several New England states access to and use of an existing environmental education curriculum that was implemented successfully in Vermont in 1997 and 1998. Training is being provided to Head Start trainers and selected teachers in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont, who in turn train Head Start teachers to organize and facilitate preschool environmental programs in each of their home states. The program builds local capacity to deliver high-quality environmental education by educating Head Start trainers and teachers about environmental issues, enhancing their access to and understanding of environmental information, and improving their environmental education skills. Key partners in the project include the Vermont Institute for Natural Science; the Stewardship Center of Shelburne Farms; and Head Start centers in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.



Washington

WASHINGTON DEPARTMENT OF FISH AND WILDLIFE - \$29,500
MICHELLE TIRHI, 25644 44TH AVENUE SOUTH, KENT, WA 98032

Interactive Education Program for the Internet

Under the project, an interactive animated educational game is developed to educate students about the diverse wildlife in Washington and the effects of human actions on the wildlife. Through the game, sixth-through eighth-grade students in both rural and urban areas of the state are learning about and using scientific concepts and principles and applying their newly acquired skills to increase their knowledge about diverse species. The program addresses the need to assist students in urban areas in learning about and gaining an appreciation of the natural environment from which they may be far removed. The students learn about fish, wildlife, and plant species with which they may not typically come into contact in their communities. They apply critical-thinking and problem-solving skills as they are engaged in the game and are provided access to a wide selection of resources and publications. The Internet game is housed on an existing Washington Department of Fish and Wildlife site and is linked to the U.S. Fish and Wildlife Service site. Development of the project is supported by the U.S. Fish and Wildlife Service; the Superintendent of Public Instruction, Seattle School District; and the Tacoma School District.



Grants Awarded by EPA Regional Offices

ALABAMA

ALABAMA MAYORS CORPORATION FOR ECONOMIC, CULTURAL, AND EDUCATION DEVELOPMENT - \$13,896

SHANDRA JACKSON SMITH, PMB #202, 2663 VALLEYDALE ROAD, BIRMINGHAM, AL 35244

Enviro-Youth Alabama: An Environmental Education and Career Development Project

The Alabama Mayors Corporation for Economic, Cultural, and Education Development is a non-profit segment of the Alabama Conference of Black Mayors (ACBM). The Mayors Corporation is promoting environmental career preparation among high school students in ACBM towns through Enviro-Youth Alabama, targeting 9th through 12th grade students, primarily minorities. The objectives of the project are to explore and study local environmental concerns and issues in ACBM communities and to increase student interest among students in environmental careers. At least 15 high schools in ACBM communities sponsor environmental science fairs, focusing on local environmental issues. Students whose projects score high and others attend a one-day environmental career conference and exposition at Tuskegee University. The conference features a career preparation seminar and a statewide environmental project competition. The four students whose projects score highest are offered scholarships to attend Tuskegee University's summer preengineering program for high school students.

ALASKA

ALASKA DISCOVERY FOUNDATION, INC./DISCOVERY SOUTHEAST - \$4,975

JONO MCKINNEY, P.O. Box 21867, JUNEAU, AK 99802

Using Local Nature for Environmental Educators

The hands-on workshop program joins Discovery Southeast with Juneau's two middle schools and Mendenhall Watershed Partnership to help middle school teachers use local nature near their schools for environmental education. Themes for this workshop series include: exploring Southeast Alaska natural history with students, investigating local environmental issues, and empowering student stewardship through restoration and conservation projects. To ensure that the teachers' learning can be used immediately at their schools for planning curriculum and implementing class projects, the program presents models of project-based learning and draws upon natural habitats that neighbor Juneau's schools. The training addresses grade-specific curriculum priorities and emphasizes on-site base learning and project development for individual teachers.

CALYPSO FARM AND ECOLOGY CENTER - \$5,000

SUSAN WILLSRUD, P.O. Box 106, ESTER, AK 99725

Calypso's Farm and Ecology Program

Calypso Farm and Ecology Center, in partnership with the Fairbanks North Star Borough School District, provides experimental education in agriculture, ecology, and nutrition to school-aged children in the Fairbanks community. The goal of the effort is to raise awareness in those areas. The program consists of nine monthly units taught in the classrooms throughout the school year and culminates with full-day visits to the center in the spring. To reach a cross-section of children in Fairbanks, the program works with several different schools in the Fairbanks School District in kindergarten through high school classrooms.



CENTER FOR ALASKAN COASTAL STUDIES, INC. - \$4,450
MARILYN SIGMAN, P.O. BOX 2225, HOMER, AK 99603

Caretakers of the Beach

The staff of the Center for Alaskan Coastal Studies, Inc. collaborates with the Susan B. English Middle School in Seldovia to offer visitors to the beach a community-based education program that is designed to reduce harmful effects on intertidal habitats and communities. The program involves the dissemination of existing resources and curriculum materials, in-service teacher training workshops, and a certificate and award program. The center also conducts a stewardship training program for the Susan B. English Middle School and high school students and adult volunteers, training them to guide and monitor visiting school groups.

KENAI WATERSHED FORUM - \$5,000
ROBERT RUFFNER, 44539 STERLING HWY #202, SOLDOTNA, AK 99669

Stream Ecology for Educators

The Kenai Watershed Forum and Kenai Peninsula College are conducting a one-credit professional development course to provide kindergarten through 12th grade educators with the background, expertise, and materials necessary to incorporate stream ecology into their classroom curricula. The course, offered annually, covers hydrology, basic stream ecology, energy sources, riparian vegetation, and water chemistry with an emphasis on how to teach the material to students. The grant provides the equipment needed for classroom sessions.

MATANUSKA SUSITNA BOROUGH SCHOOL DISTRICT/WASILLA HIGH SCHOOL - \$5,000
CHERYL McDOWELL, 125 WEST EVERGREEN AVENUE, PALMER, AK 99654

Groundwater Detectives

The Wasilla High School in Matanuska Susitna Borough School District works in partnership with local government agencies and businesses to raise awareness of groundwater issues in the school and the community. During the project, high school students think critically about current groundwater conditions, find solutions to future problems, and make decisions about what can be done now to protect groundwater. The students distribute the information to the community through a variety of individualized projects, such as creating Web sites, speaking to other science classes, writing editorial articles, and designing presentations.

ARIZONA

AMERICAN LUNG ASSOCIATION OF ARIZONA AND NEW MEXICO - \$4,900
NANCY CANGEMI, 102 WEST McDOWELL ROAD, PHOENIX, AZ 85003

Open Airways for Schools Program

This program provides a train-the-trainer workshop to implement the "Open Airways for Schools" curriculum. Following the training, the program continues with six sessions at five selected elementary schools in the city of Yuma. The target audience is students 8 through 11 years of age who have been diagnosed as asthmatic. The program incorporates a hands-on interactive teaching approach that uses cartoons to illustrate the lessons. Children who have asthma gather in small groups and use role playing, story telling, and games to learn to work as a team to help each other develop asthma management skills.



COLORADO RIVER UNION HIGH SCHOOL DISTRICT - \$5,000
NANCY SILK, P.O. BOX 21479, BULLHEAD CITY, AZ 86439

Re-establishment of Native Riparian Habitat

The project is a joint educational effort of the Colorado River Union High School District, Mohave High School, the U.S. Fish and Wildlife Service, and Southern California Edison's Mohave Generating Station. The two external partners contribute their professional knowledge and skills, as consultants to the high school faculty during a summer workshop. They also provide students facilitators and role models for environmental careers for the duration of the project. The plan calls for students to document with photographs the changes they observe in wildlife or soil and water analysis over time and to produce a video to inform the local community of the effects exotic species have on the Colorado River. Each student's final report presents a discussion of the environmental careers the student encountered during the project.

H.M. MCKEMY MIDDLE SCHOOL - \$5,000
MEG DAVIS, 2250 SOUTH COLLEGE AVENUE, TEMPE, AZ 85282

Urban Lakes Watershed Project

The project enables 340 seventh- and eighth-grade students to explore the impact of events on a watershed by researching water quality in various man-made lakes in their urban community. Students are measuring water quality, monitoring changes, surveying plant and animal populations, and inventorying human activity, maintaining journals and sharing results with parents and community members through a Web site. Also on their agenda is a report to the city council and a picnic workday at a lake. The project is supported by the city of Tempe; Arizona State University; the Arizona Alliance for Mathematics, Science, and Technology Education, and the school's Parent Teacher Student Association.

NAVAJO RESOURCE CONSERVATION DEVELOPMENT COUNCIL, INC. - \$4,995
WALLACE TSOSIE, P.O. BOX 499, ST. MICHAELS, AZ 86511

Stream Hydrology Demonstration Model for Youth and Adult Education

The project provides a trailer-mounted hydrology model for use in teaching young people and adults to promote science-based management of watersheds, streams, and streamside areas. Through demonstrations of the effects on watersheds of both correct and poor management practices and how change in a portion of a stream affects the entire watershed, the consequences of various forms of farming, forestry, ranching, and urban development are tracked. The demonstrations are presented at schools, grazing workshops, conservation field days, and Navajo Nation fairs.

SOUTHWEST CENTER FOR EDUCATION AND THE NATURAL ENVIRONMENT (SCENE) - \$14,885
KATHRYN KYLE, P.O. BOX 873211, TEMPE, AZ 85287-3211

Schoolyard Habitat Program

The project brings together Arizona State University's Center for Environmental Studies and School of Planning and Landscape Architecture with Logan Simpson Design, Inc., a private landscape design firm, to offer six schools in the Phoenix metropolitan area a program that facilitates the creation of native habitat areas on school campuses and their use as outdoor learning laboratories. Enrolled in the program are two preschools, one elementary school, two kindergarten through grade eight schools, and a high school. Activities conducted during the project include a teacher training workshop, one-on-one pairing of landscape design professionals with schools, establishment of an e-mail network, and conduct of an annual meeting of program participants.



ARKANSAS

ARKANSAS 4-H FOUNDATION - \$18,325

LUCY MORELAND, #1 FOUR-H WAY, LITTLE ROCK, AR 72223

4-H Responsible Environmental Stewardship Quest

At-risk teens attend three camps, each of three days' duration, to receive instruction in environmental concepts. The objective of the camps is to provide 9- to 16-year-olds with experiences in water, wildlife, forestry, and environmental ethics. After they attend the camps, the teens are monitored through a partnership with the local police department "ranger" program for followup evaluation. The camps provide the teens a sense of ownership of and pride in their environment.

CENTRAL ARKANSAS PLANNING AND DEVELOPMENT DISTRICT, INC. - \$5,000

LEIGH ANN COVINGTON, P.O. Box 300, 115 JEFFERSON STREET, LONOKE, AR 72086

Hazards of Pollution Model

The Cental Arkansas Regional Solid Waste Management District is expanding its existing environmental education programs to include visual elements to accompany their popular Hazards of Pollution program. The focus of the program is on students in kindergarten through grade seven. Students interact with such personalities as Trash Ella to learn the consequences of their solid waste habits and ways to make improvements.

CALIFORNIA

ALAMEDA COUNTY OFFICE OF EDUCATION - \$11,033

CLAIRE SCHOOLEY, 313 WEST WINTON AVENUE, HAYWARD, CA 94544-1198

Arroyo del Valle Environmental Education Center

The project provides for a consortium of the County Office of Education, East Bay Regional Parks, and the Taylor Foundation to develop and run a residential environmental education program for students in Alameda and Contra Costa counties. During the school year, students come to the center for a one- to five-day stay and participate actively in the following alternative systems: energy (wind and solar), food (organic gardening), water and landscaping (water sources and quality and irrigation), waste (passive wastewater treatment), buildings (straw bale, rammed earth, cob, and log). Traditional environmental programming is provided, as well. During the summer, the Taylor Foundation offers a similar program for terminally ill children and their families.

CASTRO VALLEY UNIFIED SCHOOL DISTRICT - \$14,548

TAYLOR LYEN, 4400 ALMA AVENUE, CASTRO VALLEY, CA 94546

Palomares Environmental Project-Based Learning

The project uses environmental education as a catalyst to engender student improvement in the basic core subjects at Palomares Elementary School. The project is supported by a partnership of Alameda County agencies, University of California Cooperative Extension, and the U.S. Department of Agriculture. The project has five components: environment-based teacher training (Adopt-a-Watershed curriculum), establishment of a living laboratory learning center, trail improvement, creek restoration, and development of a dissemination network.



FRIENDS OF THE URBAN FOREST - \$5,000

MILTON MARKS, PRESIDIO OF SAN FRANCISCO, P.O. Box 29456, SAN FRANCISCO, CA 94129-0456

Youth Tree Care Program

The youth program, supported by community partners, Arriba Juntos, Enterprise for High School Students, and San Francisco School to Career Partnership, addresses career development and environmental education for low-income teens aged 14 to 16 through a combination of classroom and field training. Participants gain job skills and become spokespersons for the environment in their communities. The 36 teen participants are learning specific skills in horticulture, program organization, and public presentation.

LAND PARTNERS THROUGH STEWARDSHIP - \$4,992

CRAIG ANDERSON, P.O. Box 4648, SANTA ROSA, CA 95402

Summer Field Services for Sonoma County Educators

The project provides a summer workshop for 16 teachers and 6 volunteer docents. The workshop focuses on building skills in teaching basic principles in the effort to balance ecological needs in the face of rapid urban development. The program consists of six full-day field trips, covering three segments of two days each: wildlife habitats, watershed processes, and land use and stewardship. In each of the segments, the first day is devoted to building knowledge of principles that interplay with land use choices, while the second day focuses on developing teaching skills for the topic.

REGIONAL COUNCIL OF RURAL COUNTIES - \$4,309

STACEY MINOR, 1020 12TH STREET, SUITE 300, SACRAMENTO, CA 95814

A Stream and Water Quality Education Program for Lake County Teachers and Their Students

The project proposes to introduce 40 students and their teachers at Loconoma High School to water quality issues as they actively monitor the biological, chemical, and physical differences among various segments of St. Helena Creek, which passes through their community. Supported by a grass-roots community organization and the Land, Air, and Water Resources Club of the University of California at Davis, students, teachers, property owners, and community members are observing conditions and participating in the restoration of a segment of the creek.

SKILLS CENTER, INC. - \$5,000

ANDREA TOLAIO, 2685 MATTISON LANE, SANTA CRUZ, CA 95062

Master Vermicomposter Training and Public Workshops

Under the project, 20 master vermicomposters are being trained to conduct workshops to educate Santa Cruz County residents in the use of vermicomposting at homes, schools, and work places to divert food waste from landfills. The master vermicomposters will conduct workshops at farmers' markets, the Skills Center Worm Farm, schools, garden clubs, and commercial plant nurseries. Existing vermicomposter curriculum will be utilized.

COLORADO

COLORADO ALLIANCE FOR ENVIRONMENTAL EDUCATION - \$20,000

MIKE WAY, 15260 SOUTH GOLDEN ROAD, GOLDEN, CO 80401

The Colorado Environmental Education Liaison Network

The project seeks to bolster the Colorado Environmental Education Liaison Network and greatly enhance its effectiveness and value as an environmental education capacity-building mechanism. An environmental





education expert or a two-person team of such experts provides leadership in each of the state's school districts. The experts provide training in various components of environmental education, including how environmental education can be used to meet state education reform goals and what constitutes good, quality environmental education. The local team maintains closer and more consistent contact with the designated environmental education teachers, thereby improving access to and delivery of environmental education programs and materials.

ENVIRONMENTAL LEARNING FOR KIDS - \$8,000

STACIE GILMORE, 14460 EAST 50TH AVENUE, DENVER, CO 80239

Learning Environmental Activities for Families

The goal of the project is to educate culturally diverse families about environmental issues and provide the skills they need to make informed decisions. Training sessions, facilitated by natural resource professionals, are attended by children and parents of minority communities who learn about environmental practices and environmental sciences. The field activities, designed to empower the participants to assess the environmental and ecological conditions of their neighborhoods and to advance environmental justice issues, are conducted in urban settings. The project fosters a network of families who are working together to make tangible improvements in their urban environments and promotes intergenerational mentoring of the children which increases their motivation and improves their ability to develop critical-thinking and problem-solving skills. The participants also are being exposed to a variety of careers in the field of science that people of color traditionally have not entered.

FRIENDS OF LAKE BLUFF - \$10,000

SARAH MOONEY, 10230 SMITH ROAD, DENVER, CO 80239

Bluff Lake Bilingual Curriculum Project

The Bluff Lake area is a quarter-mile from a low-income, multiethnic neighborhood. It provides city residents the opportunity to experience a "wild place" in the midst of a densely populated urban area. For three years, Friends of Bluff Lake have been providing environmental education opportunities to more than 8,000 school children. The project is translating existing kindergarten through fourth-grade curriculum into Spanish because one quarter of the students visiting Bluff Lake cannot fully understand or appreciate ecological concepts because of a language barrier. The materials are available to school teachers and students from the public schools of Denver and Aurora, Colorado, as well as other environmental education programs in the Denver metropolitan area.

FRONT RANGE EARTH FORCE - \$10,575

LISA BARDWELL, 2555 WEST 34TH AVENUE, DENVER, CO 80211

FrontRange Earth Force Training and Support Program

Community Action and Problem Solving (CAPS) is an environmental problem-solving program through which middle-school-age young people and their adult leaders identify local environmental issues and work to create sustainable solutions to those problems. CAPS educators and young people acquire environmental and problem-solving skills and experience by identifying and addressing an existing environmental problem in their community. The CAPS program provides a balanced, structured, age-appropriate framework for young people to create action projects that benefit the environment through changes in local policies or community practices. The success of CAPS stems from intensive training and local support for educators who implement the program in school-based or community-based settings. The funding strengthens the ability of both formal and informal educators to integrate environmental education into their classrooms or after-school and summer programs.



GREEN CITY DATA PROJECT OF COLORADO - \$1,724
LINDA BAGGUS, 300 EAST HAMPDEN AVENUE, #204, ENGLEWOOD, CO 80110

Green City/Jefferson County Open School Project

Green City works with a team of students from the Jefferson County Open School to educate the students about environmental issues that affect the Bear Creek greenway. The purposes of the project are to develop the students' understanding of the plants, animals, and abiotic components of the Bear Creek ecosystem and to give the students the opportunity to learn from various professionals about numerous environmental careers, all of which are related to open-space lands. The hands-on interactive component of the project helps students connect to nature. Outcomes include enlightening the students about environmental career opportunities and developing in them of a sense of shared responsibility for the preservation of natural ecosystems.

SAN JUAN RESOURCE CONSERVATION & DEVELOPMENT - \$5,000
GARY JENNINGS, P.O. BOX 2021, DURANGO, CO 81302

Trash Terminators Recycling Exhibit

The recycling exhibit is a hands-on, interactive, and multi-disciplinary project originally created by the San Juan Basin Recycling Association (SJBRA) in late 1998 for the Children's Museum of Durango for students in kindergarten through grade 8. "Trash Terminators" also is designed to travel to schools and other venues throughout rural southwestern Colorado. The Silverton School District 1 in San Juan County has been added to the exhibit tour. There, high school students act as mentors and tour guides for middle school and elementary school children in the district. The collaboration between SJBRA and the school district serves as a pilot project for similar situations at both the regional and the state levels. SJBRA also seeks to bring a small-scale version of the exhibit to 12 schools in Archuleta, La Plata, Montezuma, and San Miguel counties during the same school year. The exhibit is revised and updated continually. It is SJBRA's intent to bring the full exhibit to those counties, as well as other areas of Colorado and northern New Mexico, northern Arizona, and southeastern Utah in subsequent years, incorporating the successes of the pilot program.

SOUTHWEST YOUTH CORPS - \$5,000
JOHN DEY JR., P.O. BOX 2704, DURANGO, CO 81302

Conservation Corps Environmental Education Curriculum

In response to a recent community needs assessment, the San Juan National Forest, the Bureau of Land Management, Colorado State Parks, the Southern Ute Community Action Program, the Community of Learners Charter School, the San Juan Mountains Association, 9-R School District, and Southwest Open High School have formed a partnership with the Southwest Youth Corps. The focus of the partnership is to engage youth in the stewardship of public lands in the Four Corners area, while providing them with an environmental education curriculum that is linked to both Colorado state competencies and the projects they are completing. In the partnership, staff of the land management agency identify meaningful stewardship projects, provide technical support, and make available interpretive staff to Conservation Corps members who serve as stewards of public lands by completing ongoing service projects focused on the removal of non-native species, protection of wetland areas, maintenance of recreational opportunities, and improvement of wildlife habitat.



THORNE ECOLOGICAL INSTITUTE - \$5,000

PERI CHICKERING, 5398 MANHATTAN CIRCLE, SUITE 120, DENVER, CO 80303

Project BEAR

The structure of the program includes four components: capacity-building with local organizations, creation of hands-on environmental educational experiences in the classroom and on field trips, work with teachers to increase their skills at delivering science-based environmental education, and work toward educational reform by designing all programs to meet state science standards. Thorne Ecological Institute offers three classroom programs and one field trip to each class. Before each school year begins, Thorne facilitates training sessions for teachers. Through those sessions, teachers learn how the environmental education concepts fit into their existing curricula. Teachers draw upon the ideas offered to create their own activities to be conducted both before and after field trips. The program integrates science and environmental education into daily lesson plans. Some of the programs that Thorne offers in the classroom are Birds, Bees, Reptiles, Amphibians, and Forestry. During the field trips, the children have the opportunity to see wildlife, such as eagles, hawks, deer, and prairie dogs. They learn about the ecosystems of prairies, wetlands, rivers, and forests. The young people begin to develop a sense of ownership of and responsibility for the preservation of these places.

CONNECTICUT

INTEGRATED DAY CHARTER SCHOOL - \$4,950

JOAN HEFFERNAN, 68 THERMOS AVENUE, NORWICH, CT 06360

Urban Ecology Project

The Integrated Day Charter School (IDCS), in partnership with Eastern Connecticut State University and the Connecticut Department of Environmental Protection, trains teachers at IDCS in an interdisciplinary environmental education curriculum for grades 4 through 8. The curriculum is tied to state teaching frameworks. The participating students become aware of how their lives are connected to the diversity of species in their surroundings. Career development materials are integrated into the school curricula. The training is used as a model for the other 13 charter schools in the state.

DELAWARE

DELAWARE ACADEMY OF SCIENCE/IRON HILL MUSEUM - \$4,483

LAURA MACKIE LEE, 1355 OLD BALTIMORE PIKE, NEWARK, DE 19702

Exploration Stations

Transforming land unsuitable for construction into a community-based outdoor learning center facilitates the goals of the Iron Hill Museum to educate the public about environmental issues related to mining. Under the project, an abandoned pit mine and a 0.5-mile outdoor trail serve as teaching facilities for science and mathematics teachers in kindergarten through grade 8 in low-income, inner-city areas. Each stop along the trail is a self contained mini-science laboratory, each focusing on a particular factor that affects the environment or environmental stewardship, such as mining, weather, water quality, soil testing, topographical maps, entomology, and botany identification. The project reaches more than 250 schools in low-income, inner-city areas.



DELAWARE ECUMENICAL COUNCIL ON CHILDREN AND FAMILIES - \$9,385
ROBERT HALL, 240 NORTH JAMES STREET, SUITE B2, WILMINGTON, DE 19804

Environmental Education Through Partnerships with the Faith Community

Building upon the link between faith communities and public health systems, the project mobilizes faith communities by educating leadership on key air quality and climate-related issues. Clergy, health workers, parish nurses, religious educators, and youth leaders gather for a statewide conference to learn about the harmful effects of environmental pollution on the health and well-being of children in the area. The program generates commitments to action on the part of participants. Educational materials are provided to local congregations to enable them to work with and educate children about the dangers of air pollution and related environmental issues emphasizing health.

UNIVERSITY OF DELAWARE - \$5,000

SUSAN TRUEHART, OFFICE OF THE PROVOST FOR RESEARCH, UNIVERSITY OF DELAWARE, NEWARK, DE 19716

Soil, Water, and Nutrient Management

A nutrient management curriculum for youth that is specific to the unique climate and conditions of the Delmarva Peninsula defines the project. The curriculum includes lessons, hands-on activities, and community projects. Under the project, 50 teenagers and 25 adults serve as trained volunteer leaders who educate 500 children, ranging in age from 8 through 12 years. The youth benefit from a learning experience that includes enriched decision-making, problem-solving, and critical-thinking skills. Nutrient management training serves the community well since the community is home to more than 5,600 chicken houses that produce more than 6,000,000 birds each year.

DISTRICT OF COLUMBIA

THE TIDES CENTER/CAYA - \$5,000

MICHAEL ATKINS, 2008 10TH STREET, NW, WASHINGTON, DC 20001

Educator Training Project

The project incorporates environmental service learning as a teaching methodology through which students learn academic content and skills while participating in activities that meet real community needs. Through service projects, students work for social change related to environmental issues. Teachers in Washington, D.C. attend workshops to help them to identify local environmental problems. The educators are trained to integrate environmental education into coursework and subject areas. That process includes constructing a vision of a better community, identifying available resources, and plotting a course of action. Educators share the process with their low-income, culturally diverse students and teach that all people have a right to a safe, healthy, productive, and sustainable environment. Children in kindergarten through grade 12 pursue service learning projects to spread the word to the community.

FLORIDA

FLORIDA ASSOCIATION FOR COMMUNITY ACTION (FACA), INC.- \$12,035

GLORIA MARTIN, 6212 NW 43RD STREET, SUITE A, GAINESVILLE, FL 32653

Environmental Education for Rural Communities

The project addresses EPA's capacity-building and partnership educational priorities through a collaborative effort with the Southeast Rural Community Assistance Project, the University of Florida Center for Constructed Wetlands, and the U.S. Army Corps of Engineers that links environmental education providers throughout the region. As an outcome of the collaboration, low-income residents and leaders in small, rural communities are able to evaluate natural wastewater treatment technologies as an alternative to more



costly mechanical wastewater treatment processes. Most important, they are empowered to make informed decisions about solutions to their wastewater problems. The objectives are achieved by training 40 in-the-field trainers during a two-week workshop and site visit to a constructed wetland.

THE SCHOOL BOARD OF BROWARD COUNTY - \$4,991

FRANK MANDLEY, 600 SOUTHEAST THIRD AVENUE, 4TH FLOOR, FORT LAUDERDALE, FL 33301

Reviewing the Methodology of Restoration of Wetlands

The project is designed to educate students and the community to make connections between the importance of natural resources and the way human activity affects a wetlands ecosystem. The goal is to enable students and the community to effectively plan for the future of south Florida. The objective of the activity is to create a four- to six-week integrated thematic unit and to immerse students in the study of the wetlands ecosystem. Because environment teaching skills are enhanced, students are able to critically analyze environmental issues and use their problem-solving skills to develop solutions to local environmental problems. Approximately 200 students, 150 families, 7 teachers, and 3 support staff participate in the project.

GEORGIA

CHATTAHOOCHEE HIGH SCHOOL - \$18,875

DELL PAMPLIN, 5230 TAYLOR ROAD, ALPHARETTA, GA 30022

Active Riparian Commensal Habitats Education Network

Active Riparian Commensal Habitats (ARCH) is the creation of advanced placement environmental science students at Chattahoochee High School, in cooperation with the Fulton County government, the Ekistics Group (landscape architecture), the Georgia Institute of Technology, and the Georgia Environmental Protection Division. After observing an existing retention pond over several years, students developed the concept for an environmental education center, the ARCH. The site is a multi-use facility where the sciences and the arts can be taught in collaboration. The goals are to participate in a real-world application of science and engineering through the design and construction of a wetland treatment system and environmental education and sampling stations; to build an amphitheater for students of art, drama, and other areas of study; and to establish a network for promoting and sharing the ARCH project with audiences of all backgrounds.

PIEDMONT PARK CONSERVANCY - \$4,500

KAREN SCHAEFER, P.O. BOX 7795, ATLANTA, GA 30357

Piedmont Park Outdoor Environmental Education Center

The goal of the project is to create the Piedmont Park Outdoor Environmental Education Center. The center adapts existing environmental education activities and curricula to the ecosystem of an urban park. During field trips to Piedmont Park, students in kindergarten through grade 12 programs in Atlanta, Georgia and their teachers employ the outdoor discovery learning activities to investigate and learn about environmental issues. Through hands-on experiences, urban inner-city school children acquire the ability to think critically about the relationships between human development and natural ecosystems. By making outdoor environmental education available to the largely minority, low-income urban population of the Atlanta school system, the project provides an opportunity for those children to gain an understanding of the natural environment and motivates them to make informed decisions about environmental issues.



UNIVERSITY OF GEORGIA - \$5,000

JANET VALENTE, 612 GRADUATE STUDIES BUILDING, ATHENS, GEORGIA 30602

Power to our Children

The project is designed to educate, support, and motivate teachers, children, and families to understand energy conservation issues, both at school and at home, to gain control of their environment and of energy costs. A teacher-educator consultant works with Head Start teachers and, in collaboration with an energy education program specialist, teaches educational workshops for Head Start pre-kindergarten teachers, children, and families. One hundred families participate in interactive family training and in evaluating the project.

HAWAII

HAWAII NATURE CENTER - \$15,338

DIANE KING, 2131 MAKIKI HEIGHTS DRIVE, HONOLULU, HI 96822

Children of the Land: Preschool Nature Education

The program provides outdoor interactive experiences for preschool children, encouraging the use of their five senses and focusing on exploring the basic elements of nature: water, wind, sun, clouds, rain, plants, animals, trees, and insects. The half-day program helps children discover the wonders of their island home through hands-on field experiences in nature. Each child receives a take-home project that reinforces the field lessons. The teacher's resource packet includes pertinent pre- and post-visit classroom activities, along with a resource bibliography.

IDAHO

COMMUNITIES CREATING CONNECTIONS, INC. - \$13,963

GREGORY FIZZELL, P.O. BOX 400, KOOSKIA, ID 83539

Clearwater GLOBE (Global Learning and Observation to Benefit the Environment) Initiative

The goal of the project is to advance community school reform, using a place-based, experimental, and state-of-the-art environmental education program. Teachers from Clearwater Valley schools and Elk City School complete a five-day GLOBE training workshop conducted by the University of Idaho. They then implement the GLOBE environmental science program in their classrooms. Community members participate in volunteer activities and are the audience for student presentations. In addition, Communities Creating Connections promotes awareness of the project through the national Rural School and Community Trust network.

ILLINOIS

BENEDICTINE UNIVERSITY-JURICA NATURE MUSEUM - \$4,999

MARY MICKUS, 5700 COLLEGE ROAD, LISLE, IL 60532

Outdoor Field Training Workshop for Elementary Educators

In partnership with the DuPage County Forest Preserve, Jurica Nature Museum of Benedictine University offers a collaborative field training workshop to 20 elementary teachers. The goal of the four-day workshop is to help teachers improve their environmental education teaching skills by integrating outdoor field experiences into already existing curriculum materials. The workshop focuses on local streams and offers outdoor field training with hands-on activities, including data collection and computer data entry. The curriculum integration component correlates with the Illinois goals for professional development for teachers and science education for students.



INDIANA

INDIANA DUNES ENVIRONMENTAL LEARNING CENTER - \$10,793

MATTHEW MILLER, P.O. BOX 871, CHESTERTON, IN 46304

Energy Matters: A Middle School EE Program

Along with the Indiana Dunes National Lakeshore and NISource, Inc., the Indiana Dunes Environmental Learning Center offers a program called “Energy Matters: Energy Efficiency and Renewable and Alternative Technologies.” The program serves 90 students in grades 6 through 8 and their teachers at three local middle schools. The public-private partnership combines educational expertise and residential facility resources with technological and informational resources to teach students how energy matters to them personally. After teacher preparation and student field trips, students conduct an energy audit of their schools and prepare recommendations for implementing energy-efficient technologies.

IOWA

KIRKWOOD COMMUNITY COLLEGE - \$5,000

KEITH HENCH, 6301 KIRKWOOD BOULEVARD, S.W., CEDAR RAPIDS, IA 52406

Enhancing Undergraduate Environmental Science Studies through Student Exploration

This project educates minority, rural, and international students in environmental science. Students have access to equipment and hands-on laboratory protocols that give them an active learning experience that fosters student success, retention, and improvement in writing skills through the preparation of student laboratory journals and reports. Field equipment and laboratory kits for the environmental science course are used to provide motivational laboratory exercises to explore local environmental issues, while improving the students’ problem-solving, oral communication, and writing skills.

PRAIRIEWOODS FRANCISCAN SPIRITUALITY CENTER - \$4,480

JONNA HIGGINS-FREESE, 120 EAST BOYSON ROAD, HIAWATHA, IA 52233

Yard Stewardship for Kids

This project is designed to teach children how to reduce the use of lawn pesticides or to cease using such products altogether. This project enlightens community leaders about pesticides and encourages the use of integrated pest management and other ecological alternatives for pest control.

KANSAS

BLUEMONT ELEMENTARY UNIFIED SCHOOL DISTRICT 383 - \$5,000

MELISSA HANCOCK, 714 BLUEMONT AVENUE, MANHATTAN, KS 66502

Science For All: Teaching Ecosystems by Creating an Outdoor Environmental Lab

This project educates teachers in new methods of teaching science to students. That goal is accomplished by developing after-school environmental clubs. Through partnership with Kansas State University, scientists assist teachers in developing environmental curriculum for students. Students take part in hands-on learning experiences about ecosystems through application of the scientific method. Students have the opportunity to ask questions, design experiments within a mini-ecosystem, and then test them. Students work side-by-side with scientists to design and build an outdoor environmental laboratory, which includes different animal habitats, as well as planter boxes for each grade level, which the students use to conduct scientific investigations.



EMPORIA STATE UNIVERSITY - \$5,000
JOHN SCHROCK, EMPORIA STATE UNIVERSITY, EMPORIA, KS 66801

Kansas School Naturalist: Sericea Lespedeza

This project involves devoting an issue of *The Kansas School Naturalist* on *Sericea Lespedeza*, a recently introduced exotic plant, that is causing serious problems in prairie grasslands. The publication aids in providing excellent identification illustrations and accurate life history and control information that is not available in current school texts. *The Kansas School Naturalist* provides scientifically valid educational materials that directly address public concerns in response to an alarming exotic plant invader that is causing widespread environmental concern and distress among rural populations, including farm families. The publication is sent to all science teachers in Missouri, Iowa, and Nebraska, as well as to the regular readership in Kansas.

KANSAS CITY, KANSAS COMMUNITY COLLEGE - \$5,030
DOLORES DANIELS, 7250 STATE AVENUE, KANSAS CITY, KS 66112

Urban Environmental Outreach Program

The Urban Environmental Outreach Program provides urban, rural, and inner-city students, teachers, and community members an opportunity to have hands-on experiences that focus on the environment at the Campus Child Care Center. The project conducts semiannual environmental fairs for children; hosts professional development opportunities for area educators with Project Learning Tree, Project WET, and Project WILD; and holds Aquatic and Investigating the Environment workshops to inform educators about resources in the area that support environmental education activities and involve community members in gardening, recycling, and student mentoring projects.

KENTUCKY

JEFFERSON COUNTY PUBLIC SCHOOLS - \$4,956
LARRY HAMFELDT, P.O. BOX 34020, LOUISVILLE, KY 40232-4020

Project GREENSPACE - Creating a GREENSPACE for an Inner-City Elementary School

Project activities involve creating artificial wetlands, outdoor learning laboratories, and physical fitness stations for students who live in urban apartments and government housing projects and do not have their own backyards. They have neither worked in a garden nor had the opportunity to observe the life cycles of plants and wildlife. GREENSPACE offers the students the opportunity to have hands-on experiences with the environment and to transform their urban, industrial school site into scientific and physical fitness learning laboratories.

MOREHEAD STATE UNIVERSITY - \$10,810
MICHAEL WETHERHOLT, 901 GINGER HALL, MOREHEAD STATE UNIVERSITY, MOREHEAD, KY 40351

Environmental Education Workshop for Eastern Kentucky Teachers

The objective of this project is to provide training to secondary public school teachers in an impoverished region of the United States with state-of-the-art environmental education and experiences so that area students, who have limited science and mathematics skills and knowledge, become better environmental citizens. Each teacher receives three hours of graduate college credit at no cost, a summer stipend, a water quality analysis kit, supplies, and other materials. Each workshop is taught by an expert in environmental science. Curricula and materials have regional significance. Follow-up studies are conducted to assess whether there has been an increase among students in environmental knowledge that can be attributed to enhanced knowledge and skills of the teachers.



MURRAY STATE UNIVERSITY - \$4,815

JOSEPH BAUST, MURRAY STATE UNIVERSITY, P.O. Box 9, MURRAY, KY 42071

Environmental Education Workshop for Pre-Service Teachers

The purpose of the workshop is to introduce teachers to the teaching strategy of using the environment in an integrating context. The objectives of the project are to educate pre-service teachers about environmental issues and environmental education teaching strategies. Participants are preparing to become teachers in the multi-state Ohio Valley region that is rich in water resources. They must prepare their students to deal with the complex environmental management issues associated with the future urban, recreational, and agricultural development of the region. The goal of the project is to improve the environmental education teaching skills of the pre-service teachers.

LOUISIANA

CENLA PRIDE - \$5,000

BETTYE JONES, 802 THIRD STREET, ALEXANDRIA, LA 71301

Water Quality Workshops

Water quality workshops keep students and community participants abreast of threats to human health posed by environmental pollution resulting from the improper handling of solid waste. Family habits of housekeeping and yard maintenance are explored in a way that allows children and their families to easily understand how their behaviors affect their surroundings. Enviroscape models are among the tools used for demonstration.

LOUISIANA ENVIRONMENTAL EDUCATION ASSOCIATION - \$1,660

JEAN MAY-BRETT, 1627 TAYLOR, KENNER, LA 70062

Tools for Non-formal Environmental Educator Workshop

The goal of the project is to develop a statewide cadre of non-formal educators who are knowledgeable in education reform efforts across the state in the areas of science and environmental education. Those individuals use the reform tools as they revise and develop their own educational materials for their respective geographical areas to conform to mandated state guidelines. The expected outcome is strengthening of the network of the non-formal community and the formal education community.

TEACHING RESPONSIBLE EARTH EDUCATION - \$20,255

SUE BROWN, 1463 NASHVILLE AVENUE, NEW ORLEANS, LA 70115

Outdoor Program for Urban Youth

The Outdoor Environmental Education Program for Urban Youth is designed to increase academic achievement in science among fourth-grade students. The outdoor classroom allows urban participants to have hands-on experience of the life systems of the environment and teaches the ability to “live lightly” to lessen effects on the immediate environment – that is, using less water so future interactions with the natural world will be more environmentally friendly.



MAINE

FRENCH BAY CONSERVANCY - \$12,000

BARBARA WELCH, P.O. BOX 606, ELLSWORTH, ME 04505

Mount Desert Island High School Students & Swimming Water

With an educator, Mount Desert Island High School interview area residents and collect water data from local swimming areas. To promote awareness of water quality and environmental education, the students develop an educational outreach program for local officials, residents, and other students. The French Bay Conservancy and the Mount Desert Island Water Quality Coalition are developing a Web site related to the issues. The educator is working with 200 10th grade students and three teachers at Mount Desert Island High School and 75 students and 6 teachers at Mount Desert Island elementary schools.

MARYLAND

CHESAPEAKE AUDUBON SOCIETY - \$3,962

RICHARD LEADER, 11450 AUDUBON LANE, EASTON, MD 21601

Pickering Creek Environmental Center

At-risk children from Baltimore visit the Pickering Creek Environmental Center for a series of four outdoor workshops. Field trips include a low-ropes challenge course and ecology and agriculture classes. The environmental education experiences broaden the children's understanding and appreciation of the natural world and expand their knowledge of environmental issues. Positive outdoor experiences enrich their lives and educate them about the differences they can make in the Chesapeake Bay ecosystem. Experiences at the center increase the environmental awareness of students who have had only limited opportunity to experience the natural world.

MARYLAND ASSOCIATION OF FOREST CONSERVATION DISTRICT BOARDS - \$5,000

MICHAEL GRANT, TAWES STATE OFFICE BUILDING, E-1, 580 TAYLOR AVENUE, ANNAPOLIS, MD 21401

Awareness Week for Forestry & Natural Resources Careers

This project offers a one-week coeducational summer camp program for 48 high school students interested in pursuing careers in forestry or other natural resource management fields. Hands-on teaching is emphasized, and outdoor classrooms are used as much as possible. Most of the instruction takes place in the Savage River State Forest, parks, streams, and a fish hatchery. Students interact with professionals in natural resource careers and learn about environmental issues and how environmental problems can be solved.

MASSACHUSETTS

BOSTON PUBLIC SCHOOLS-NEW MISSION HIGH SCHOOL - \$4,600

SUSIE WU, 67 ALLEGHANCY STREET, ROXBURY, MA 02120

Water Quality at Home

In partnership with the Massachusetts Water Resources Authority, 9th- and 10th-grade students from New Mission High School test water samples from their homes and adjoining areas. The students focus on the effects of environmental factors on water chemistry and biology.



LOWER CAPE COMMUNICATIONS - \$5,000
BOB SEAY, 14 CENTER STREET, PROVINCETOWN, MA 02757

Cape Cod Environmental Round Table

WOMR 92.1 FM, a non-commercial educational radio station, established an environmental round table segment in 1997 to help expand public awareness of important environmental issues. Guest speakers and topics reflect environmental issues of high interest on Cape Cod. It is estimated that more than 2,500 listeners tune into the program.

MILTON PUBLIC SCHOOLS - \$5,000
LORI HENRY, 391 BROOK ROAD, MILTON, MA 02186

Neponset River Watershed Curriculum Project

In partnership with the Westport River Watershed Alliance (WRWA), the Massachusetts Water Resources Authority, and the state's Executive Office of Environmental Affairs, Glover Elementary School creates a long-term interdisciplinary watershed curriculum on the Neponset River watershed. The school purchases watershed kits and receives teacher training from WRWA. Partners make presentations to the students and help guide field trips. Participants in the program include 18 teachers and approximately 415 students in kindergarten through grade 5.

PATRIOT GIRL SCOUTS - \$8,623
BRENDA RICH, 95 BERKLEY STREET, BOSTON, MA 02116

E3-Environmental Education Experiences

Using existing hands-on environmental education curricula and methods, (such as Project Wild and Conserving Soil, a curriculum guide) 60 teams, each consisting of one Girl Scout adult volunteer and one teen peer leader, are trained in a variety of environmental topics and activities. Each team is expected to carry out at least one environmental education event in their community. Approximately 1,000 Girl Scouts are educated through the activities.

SPRINGFIELD LIBRARY AND MUSEUMS - \$4,850
DAVE STIER, 220 STATE STREET, SPRINGFIELD, MA 01103

River Education Awareness Program (REAP)

The River Education Awareness Program (REAP) allows urban teens (8th through 12th grade) to actively participate in evaluating the historic Mill River in Springfield, Massachusetts. Students conduct water quality tests, survey the river's surroundings, and sample for indicator invertebrates. Through the many partners of the library, teachers receive training in how to incorporate ecosystems issues into their schedules and meet state frameworks. REAP reaches 2,000 students in grades 8 through 12.

SWAMPSCOTT PUBLIC SCHOOLS - \$4,018
MARY BESTER-COLBY, 207 FOREST AVENUE, SWAMPSCOTT, MA 01907

Adopt-a-Salmon

The U.S. Fish and Wildlife Service provides teachers and facilitators a full day of training on ecological principles and watershed and ecosystem management. A 30-gallon salmon tank is set up in 5th grade classrooms. Students raise salmon and learn about water quality and fish development. Fish are released when they are ready. Students also visit a Fish and Wildlife Service salmon hatchery. The program reaches approximately 150 elementary students, 10 elementary school teachers, and 10 members of the community.



MICHIGAN

ARAB COMMUNITY CENTER FOR ECONOMIC AND SOCIAL SERVICES (ACCESS) - \$5,000
KATHRYN SAVOIE, 2651 SAULINO COURT, DEARBORN, MI 48120

Bilingual Storm Drain Stenciling Project

The Arab Community Center for Economic and Social Services (ACCESS) teaches Arab American youth about the importance of water resources, watershed protection, storm drain runoff, and pollution. Fifth-grade students at Salina Elementary School, located in a low-income, predominately Arab immigrant neighborhood in Dearborn, Michigan, learn about the Rouge River, develop and distribute bilingual (Arabic and English) educational materials about storm-drain stenciling, and stencil storm drains in Arabic and English.

CITY OF WESTLAND, FIRE DEPARTMENT - \$5,000
MARK NEAL, 37201 MARQUETTE, WESTLAND, MI 48185

Rouge River Education Reform Initiative

Fire department personnel and high school science teachers unite in an effort to provide an environmental education curriculum for juniors and seniors at Westland High School and other residents of the community. Participants learn about the proper use, storage, and disposal of household hazardous waste and lawn pesticides. The program teaches participants about the relationship between individual actions and equilibrium in the Rouge River watershed. In addition to in-school instruction, students offer workshops to the community and brainstorm local solutions.

THE CREATION STATION - \$9,933
LORI THOMAS, P.O. BOX 26113, LANSING, MI 48909-6113

Environmental Literacy Through Creative Educational Projects

The Creation Station provides teachers and child-care providers in the greater Lansing area with creative and educational resources related to waste management and pollution prevention. "Material Guidelines" provided by the North American Association for Environmental Education are used to develop classroom kits for preschoolers and third graders that meet the Michigan curriculum frameworks. Along with its collaborators, The Creation Station also develops workshops to show teachers how the materials integrate environmental education and science with art and creativity. More than 15,000 preschool, day-care and third-grade students are reached.

GRAND TRAVERSE BAND OF OTTAWA AND CHIPPEWA INDIANS - \$6,480
PATTI O'DONNELL, 2605 NORTH WEST BAYSHORE DRIVE, SUTTONS BAY, MI 49682

Tribal Land Use Environmental Education Project

The Grand Traverse Band of Ottawa and Chippewa Indians educates members of its community to develop a plan to protect and preserve the natural areas of the tribe's land base. The natural areas of the land base are in jeopardy of loss because of accelerated residential and commercial development. Workshops, newsletters, meetings, and a youth summit are among the vehicles used to educate youth, elders, and other residents of the community. The resulting plan, with footpaths and trails, complements commercial and residential development and is presented for review to the Grand Traverse Band Planning and Development Department.



LAKE SUPERIOR STATE UNIVERSITY, CHEMISTRY AND ENVIRONMENTAL SCIENCE DEPARTMENT - \$5,000

BARB KELLER, SAULT STE. MARIE, MI 49783

An Evaluation of the Munuscong River Watershed

Along with students at Lake Superior State University, junior and senior high school students work with the Munuscong community watershed association and public health officials to assess the effect that flowing wells have on the Munuscong River watershed. Community members and students study local surface water runoff into the Munuscong River that carries with it nutrients, pollutants, and sediments from barnyards and farmlands. After sampling the river and wells, students work with members of the watershed association, public health officials, and homeowners as they prepare a presentation to communicate the results of their study to the community.

MICHIGAN TECHNOLOGICAL UNIVERSITY - \$4,800

JOAN CHADDE, 1400 TOWNSEND DRIVE, HOUGHTON, MI 49931-1295

Lake Superior Youth Symposium 2001

Along with several local partners, Michigan Technological University's Center for Science and Environmental Outreach conducts the Fourth Biennial Lake Superior Youth Symposium for 300 to 400 middle and high school students, teachers, non-formal educators, and watershed professionals from throughout the Lake Superior and Great Lakes watersheds. The goal of the symposium is to enhance the ability and motivation of middle and high school students, teachers, and parent chaperones to understand and act on the environmental issues that affect Lake Superior and the other Great Lakes. The symposium is planned for May 2001 and is expected to draw participants from Wisconsin; Minnesota; Michigan; and Ontario, Canada.

SOUTHWEST DETROIT ENVIRONMENTAL VISION - \$11,800

KATHY MILBERG, 1450 MCKINSTRY STREET, P.O. Box 09400, DETROIT, MI 48209

Higgins Environmental Empowerment Club

Southwest Detroit Environmental Vision, a collaborative effort of residents, corporations, service agencies, and community organizations, establishes the Higgins Environmental Empowerment Club at Higgins Elementary School in Detroit. Using a proven series of exercises and activities, the organization and a teacher at the school lead 40 students in identifying environmental problems in their neighborhood, brainstorming plans for addressing those problems, and working to implement the plans. Students then present their work to schoolmates, as well as to adult audiences. Approximately 300 students are educated about their local environment through the project.

MINNESOTA

TWIN CITIES TREE TRUST - \$5,000

JANETTE MONEAR, 6300 WALKER STREET, #227, ST. LOUIS PARK, MN 55416

Teaching Naturally – A Workshop

Tree Trust, an organization founded to reforest public and low-income properties devastated by Dutch elm disease, is holding a two-day teacher education workshop that focuses on developing and using easily accessible natural areas on or near school grounds. The workshop reaches 50 to 60 elementary and middle school teachers throughout Minnesota and is held at a site that offers a variety of ecosystems that are used for teaching purposes.





UNIVERSITY OF MINNESOTA EXTENSION SERVICE, DAKOTA COUNTY - \$5,000
CHARLOTTE SHOVER, 4100 220TH STREET WEST, SUITE 101, FARMINGTON, MN 55024

Dakota County School Lake Monitoring Program

Along with collaborators, the Dakota County environmental education program provides training, resources, equipment, and the opportunity to adapt a model curriculum to secondary educators performing monitoring of lakes throughout the county. The goal of the program is to provide countywide consistency in methodology and quality measures for data gathered by students monitoring lakes.

MISSISSIPPI

JACKSON PUBLIC SCHOOLS - \$9,260
NOAH GREY, ENVIRONMENTAL LEARNING CENTER, 6190 HIGHWAY 18W, JACKSON, MS 39209

A Study of Water Pollution and Prevention

The Environmental Learning Center of the Jackson Public Schools works with all students in the public schools of Jackson and neighboring counties. Its program teaches students about the environment and its importance to our survival. The project focuses on disseminating environmental curricula on preventing water pollution and the effects that polluted water has on the environment. Approximately 3,000 sixth-grade students participate in the project and each school is scheduled to bring classes to the Environmental Learning Center twice during the school year. Among the objectives of the project are to teach students about the water cycle, to make them aware of the causes of water pollution and to teach them how to prevent it, and how to test for certain pollutants.

UNIVERSITY OF MISSISSIPPI - \$5,000
BONNIE KRAUSE, OFFICE OF RESEARCH, UNIVERSITY OF MISSISSIPPI, UNIVERSITY, MS 38677

Environmental Education Teacher and Student Teacher Training

Part of the education program of the Museum's Traveling Trunk Program, this project involves the use of more than 30 trunks of elementary curriculum and supplemental materials which are presented throughout the region. Three trunks, Plants and Civilization, Animal Adaptation, and Soil Conservation, are the focus of the project. The trunks are used to continue training teachers and students through environmental presentations in at least 50 classrooms throughout the region.

MISSOURI

BOYS & GIRLS CLUBS OF EASTERN JACKSON COUNTY - \$5,719
JEFF BASS, 315 SOUTH LESLIE, INDEPENDENCE, MO 64050

The Ultimate Journey

The Ultimate Journey helps young people better understand the natural world through the use of fun and engaging projects. The project increases public awareness and knowledge about environmental issues and provides participants with the skills they need to make informed decisions and take responsible actions. The intent of the Ultimate Journey program is to educate low-income or culturally diverse audiences about environmental issues. The small groups through which the program is conducted help young people explore and discover the world they live in. At the end of the program, the students select a natural area to visit and plan a trip there. A recognition ceremony honors those who complete the journey.



BOYS & GIRLS CLUBS OF GREATER KANSAS CITY - \$25,000
MARY BROWN, 6301 ROCKHILL ROAD, KANSAS CITY, MO 64131

Thornberry Gardens Project

The Thornberry Gardens Project involves 220 high-risk children. The project uses the Ultimate Journey environmental curriculum of the Boys & Girls Clubs of America. The grant is used to develop and implement a business and long-term gardening project plan for the Thornberry Gardens Project. The project provides an entrepreneurial education to the participants and develops other skills, as well.

COOPERATING SCHOOL DISTRICTS - \$24,712
GLENDA ABNEY, 7525 SUSSEX AVENUE, ST. LOUIS, MO 63143

Effective and Energetic In-Services

This project finances three in-service opportunities on the topics of energy, sustainability, and waste reduction. Distance learning technologies are used through video conferences with the teachers to evaluate the effectiveness of the activities and to explore connections to state standards and student assessment achievement testing. Cooperating school districts will conduct with participating teachers an impact and evaluation assessment. A final evaluation and report regarding the benefits of the in-services and the effectiveness of the project's delivery methods also will be provided.

MISSOURI BOTANICAL GARDEN - \$5,000
CELESTE PRUSSIA, P.O. BOX 299, ST. LOUIS, MO 63166-0299

Educating for Sustainability: Moving Beyond Earth Day

This project improves and enhances the environmental education teaching skills of participating teachers, informal educators, and community leaders. The project develops and improves the ability of teachers and informal educators to teach about environmental sustainability. Teachers and leaders of community based organizations learn how to integrate sustainability into their curriculum, programs, and personal lives. This project provides opportunities for partnerships and resource sharing among the participants.

SCENIC RIVERS STREAM TEAM ASSOCIATION - \$4,593
CAROL CHILDRESS, P.O. BOX 1262, MOUNTAIN VIEW, HOWELL, MO 65548

Living on Karst

The Scenic Rivers Stream Team Association works in partnership with the Missouri Department of Conservation, the Missouri Department of the Natural Resources, and National Resource Conservation Service to develop and distribute a set of mobile curriculum units (trunks) that contain resources, hands-on activities, and support materials. These trunks are used by fifth- through ninth-grade teachers in schools located in the watersheds of the Jacks Fork, Current Eleven Point, and White rivers. Use of the trunks increases the capacity of the local school districts to provide teacher training and quality environmental education materials to their staff and students.

THE SURPLUS EXCHANGE - \$18,396
LEANN RITTER, 11107 HICKORY, KANSAS CITY, MO 64101

Environmental Education: Learn and Earn Computer Education Program

Nine teachers are trained on the use of environmental software that addresses such topics as lead in the environment and household waste management. The teachers also are made aware of environmental careers. The trained educators then train 90 additional teachers who then are able to take the software program into their own classrooms. The teachers assist 24 students in using the environmental software to develop a project scenario that responds to an environmental health threat. Twenty-four students use the Learn



and Earn curriculum to practice reuse by building a computer. Those students train at least 20 other community members on the tools needed to minimize exposure to environmental hazards. Student participants develop a project that demonstrates the effects environmental hazards, such as lead or other household contaminants, have on children. It ensures that projects are made widely available by being posted on the Internet.

MONTANA

BITTERROOT ECOLOGICAL AWARENESS RESOURCES CO-OP, INC. - \$5,000
JAMIE OGDEN, P.O. BOX 2135, 421 NORTH 2ND, HAMILTON, MT 59840

Expansion of Environmental Presenters Program

Through the Environmental Presenters Program of the Bitterroot Ecological Awareness Resources Co-op, Inc. (BEAR) allows expert presenters to bring the natural world into classrooms and take students out into the natural world. The goals of the project are to supplement test-based curricula with lively, interactive, experienced-based learning; to give teachers the support of experts in refining their environmental teaching; and to transform generic environmental teaching into education specific to Bitterroot Valley. The outcome is a student population of young and old environmentalists and non-environmentalists at various income levels who is more informed about and more interested in the ecology of their home.

LEWIS AND CLARK ELEMENTARY SCHOOL - \$4,750
CAROL RUNYON, 2901 PARK STREET, MISSOULA, MT 59801

Outdoor Discovery Core Habitat Restoration and Nature Study Area

Through the Outdoor Discovery Core project, a portion of the schoolyard at Lewis and Clark Elementary School is developed as a wildlife habitat study area. The project is an outgrowth of the school's need to comply with new standards for educational reform mandated by the Missoula County Public Schools and the Montana Department of Education. The new standards require the use of inquiry-based learning, a teaching method that involves students in relevant problem-solving investigations. The standards specifically identify the need for inquiry-based learning in educating children about the importance of biodiversity as part of an environmental education curriculum.

MONTANA AUDUBON, INC. - \$14,425
ROBERT PETTY P.O. BOX 595, HELENA, MT 59624

Community Naturalist Program: Migratory Bird Education Project

Montana Audubon's Community Naturalist Program (CNP) Migratory Bird Education Project effectively links schools, community groups, and local naturalists to regional natural landscapes through a focus on the decline of neotropical migratory birds and the vital importance of riparian habitat. The program offers training for local naturalists and provides direct service to teachers in the classroom and in the field. With support from EPA in 1997 and 1998, the program was established successfully in the Helena, Montana area, in partnership with the Last Chance Audubon Society. This grant makes it possible to expand the CNP to five additional Montana communities, Hamilton, Kalispell, Great Falls, Miles City, and Billings, as well as nearby areas.



MONTANA SCIENCE INSTITUTE - \$5,000

GIL ALEXANDER, 7653 CANYON FERRY ROAD, HELENA, MT 59602

Kids Investigating Their Environment (Project KITE)

Kids Investigating Their Environment (Project KITE) uses grant money provided by EPA, along with matching funds, to provide 450 student days of environmental education, with career components, during the 2000-2001 academic year. Project KITE engages 30 at-risk middle school and high school students in a 15-day program through which they investigate water quality in the Missouri River and its tributary streams, the environmental condition of forest habitats, and historical changes that have occurred along the Missouri River corridor since the Lewis and Clark Expedition in 1805. Students have daily interactions with professionals and consultants in environmental sciences. They develop an appreciation for the work those individuals do and the preparation necessary to become involved in similar jobs as they actually conduct some of the same types of field monitoring that resource scientists perform while they work alongside those professionals.

MONTANA STATE UNIVERSITY - \$7,790

MICHAEL VOGEL, 109 TAYLOR HALL, BOZEMAN, MT 59717

Pollution Prevention Education and Improvement Program

The goal of the project is to provide comprehensive education and assistance in pollution prevention in teaching laboratories to agricultural and vocational educators (in middle schools, high schools, technical colleges, and junior colleges) in Montana. A secondary goal is to develop the program in a way that makes it easy to adapt and implement in other states throughout the nation. The objectives of the project are to increase awareness of the hazardous nature of wastes generated in agricultural and vocational teaching laboratories and their potential effects on the environment; to provide education on specific pollution prevention practices applicable to agricultural and vocational teaching laboratories; to increase awareness of existing resources, such as opportunities to take advantage of special collections material exchange programs, and recycling facilities; to provide the knowledge and materials necessary to enable agricultural and vocational educators to perform effective pollution prevention self-audits of their teaching laboratories, as well as to assist their colleagues in performing such audits; to improve practices of pollution prevention among agricultural and vocational educators; and to provide technical assistance for the duration of the project.

NEBRASKA

INNER CITY COALITION ON THE ENVIRONMENT - \$4,935

BARBI HAYES, P.O. Box 3822, DOUGLAS COUNTY, NE 68103

City to Prairie: An Outdoor Classroom for Inner-City Youth

This outdoor classroom experience introduces students to the fundamentals of managing terrestrial and aquatic systems. The project focuses on hands-on activities for inner city young people. It provides them an opportunity to experience diverse environments not found in a typical urban setting. Students visit an urban site for comparison, and then are introduced to a 40-acre site in western Douglas County. Students conduct field experiments, such as species identification, surveying and mapping, and soil and sampling and analysis of water. The experience demonstrates the link between classroom theory and applied environmental science and exposes the young people to various environmental professions, as well.



NEBRASKA GAME & PARKS COMMISSION - \$6,675
CARL WOLFE, 2200 NORTH 33RD STREET, LINCOLN, NE 68503

Linking Project Wild Activities with Nebraska's New Education Content Standards

Nebraska Project Wild is conducting a workshop to correlate Project Wild activities with the Nebraska State Mathematics and Language Arts Standards. The resulting product, a correlation guide, is disseminated through workshops and through a searchable database on the Game and Parks Commission's web site.

NEBRASKA GROUNDWATER FOUNDATION - \$7,250
SUSAN SEACREST, P.O. BOX 22558, LINCOLN, NE 68542-2558

Awesome Aquifer Club

The Groundwater Foundation educates fourth- and fifth-grade teachers and students throughout Nebraska, Iowa, Kansas, and Missouri about the effects of groundwater contamination on human health. That objective is accomplished through the development of a classroom-based program called the "Awesome Aquifer Club" (AAC). The Groundwater Foundation distributes an AAC kit that includes a groundwater model, a teacher's manual, student activities, and such classroom items as posters. Each student receives the "Groundwater Gazette" newsletter three times a year, an invitation to participate in the Nebraska Groundwater Festival, and instructions on how to develop and implement a community service project. A video is developed and distributed that explains the importance of groundwater protection to the students, their parents, and their teachers.

NEVADA

CARSON CITY SCHOOL DISTRICT - \$5,000
JULIE KOOP, P.O. BOX 603, CARSON CITY, NV 89702

Biology at the River

The project enables three 10th-grade biology classes at Carson High School to learn in a natural environment in their community by conducting water tests, observing the habitats of various species, completing trash inventories, and reporting the data they collect to appropriate government agencies and community entities. Supported by their city government and state parks division, students plan to develop an interpretive, self-guided trail along the river that can be used by other students and the community. Under a third component of the project, the high school students teach a class of second- and third-grade students at Seeliger Elementary School; they base the lessons on their experiences in the river project. During an open house program in the spring, a multimedia presentation is made for parents, faculty, school board members, elected officials, and members of the community.

NEW HAMPSHIRE

GREAT BAY STEWARDS, INC. - \$5,000
REBECCA BUZZEL, 89 DEPOT ROAD, STRATHAM, NH 03885

Great Bay Kids

Great Bay Stewards, Inc. sponsors the Great Bay Kids' Ecology Club, a program that combines estuary-based enrichment activities for at-risk youths in fourth and fifth grades with mentoring by college students. By using existing curricula, the children learn about their environment through hands-on activities, while meeting the goals of education reform.



NEW JERSEY

GREATER NEWARK CONSERVANCY - \$16,467

LESLEY PARNES, 303-9 WASHINGTON STREET, 5TH FLOOR, NEWARK, NJ 07102

ToxRAP Teacher Training Workshops

The Greater Newark Conservancy, in partnership with the Resource Center of the Environmental and Occupational Health Sciences Institute (EOHSI) and the Newark Board of Education, trains more than 200 sixth-grade teachers in Newark public schools in the use of EOHSI's ToxRAP Curriculum. Educators use the intermediate elementary module "What is Wrong with the Johnson Family?" to develop the skills needed to teach students to evaluate environmental health problems through application of risk assessment framework. Students assume the roles of health hazard detectives and, while investigating a carbon monoxide problem, learn to gather information, collect and analyze data, and draw conclusions based on evidence.

SOCIETY OF AMERICAN FORESTERS, NEW JERSEY DIVISION - \$5,000

AMY MALLET, 370 EAST VETERANS HIGHWAY, JACKSON, NJ 08527

Community Stewardship Action Partnership

The Society of American Foresters, in partnership with Project Learning Tree (PLT) and the New Jersey Tree Foundation, educates teachers and students about environmental stewardship by developing their ability to plan urban tree planting and urban tree maintenance. Two professional development workshops that focus on PLT's secondary education modules provide educators with the skills needed in forestry planting projects, tree identification, and inventory and community tree care. Participating urban teachers plan stewardship projects and, as they work with students, enable the students to effectively plan projects that encourage stewardship of community forest resources.

STONY BROOK-MILLSTONE WATERSHED ASSOCIATION - \$5,000

GEORGE HAWKINS, 31 TITUS MILL ROAD, PENNINGTON, NJ 08534

Creating River-Friendly Schools

Stony Brook-Millstone Watershed Association works with students, educators, and administrators to develop pilot, school-based, watershed education programs that highlight local issues, non-point source pollution, development, and the effects of those factors on water quality. The four-part program involves development of a River-Friendly School Manual, a workshop for school administrators and educators, and an evaluation of the school's effect on the local water supply. After implementing a pilot project in a local school and conducting workshops for schools in the watershed, the model will be made available on the Web site of Building Environmental Education Solutions, Inc. (www.beesinc.org).

WEEHAWKEN BOARD OF EDUCATION - \$5,000

KEVIN McLELLAN, 53 LIBERTY PLACE, WEEHAWKEN, NJ 07087

Environmental Preservation Through Recycling

The Weehawken School District, with its partner, the Hudson County Improvement Authority, is implementing a special environmental program in recycling. The program, provided in both Spanish and English, targets seventh- and eighth-grade students and their parents, with an emphasis on the local and global importance and practice of recycling. A particular focus is the translation of appropriate materials into Spanish to serve a student population that is approximately 48 percent Latino. The program involves bringing experts to the schools, engaging students in a range of hands-on activities that involve family members, and providing field trips to and projects at the Hackensack Meadowlands Environmental Center.



NEW MEXICO

COLLEGE OF SANTA FE - \$9,997

PAMELA HERMAN, 1600 ST. MICHAELS DRIVE, SANTA FE, NM 87505

Alvord Environmental Exploration and Discovery Project

Three outdoor environmental science exploration areas, observation, measurement, and collection, are prepared to assist teachers in framing scientific inquiries and investigative techniques. Teachers' understanding of environmental science is enhanced through workshops and consultative field trips. The goal is to cross-train scientist parents and college faculty in the basic methods of developmentally appropriate teaching for elementary students.

SOUTHWEST ENVIRONMENTAL CENTER - \$5,000

KEVIN BIXBY, 1494 A SOUTH SOLANO, LAS CRUCES, NM 88001

EE Training for After-School Program Instructors

Twenty-five adults receive training in environmental education for after-school programs. Students are exposed to age-appropriate environmental issues through questions, analysis, discussion of environmental systems and processes, and basic skills for addressing issues and increase their sense of civic responsibility, as well. An example of an age appropriate topic is the environmental problems associated with wasting food.

NEW YORK

THE CATSKILL CENTER FOR CONSERVATION AND DEVELOPMENT, INC. - \$20,430

DARLENE DOWNING, ROUTE 28, ARKVILLE, NY 12406-0504

The Catskills, A Sense of Place

"The Catskills, A Sense of Place" is the fifth module in The Catskill Center's comprehensive educational program about the watershed that serves local communities in upstate New York and downstate New York City (NYC). The module includes a teacher's manual, a Web site, teacher workshops, classroom visits, and field trips. The unit also provides teachers regionally relevant educational units, as required by the state. Teachers and students in the Catskill region participate in real-life educational experiences related to the complex culture, natural resources, and history of the region. Watershed institutions, educators, parents, and students engage in activities that emphasize the mutual dependency of upstate and downstate communities on natural resources and stewardship responsibilities. Partners include the NYC Department of Environmental Protection, the Youth Resources Development Council, Gilboa-Conesville Central School, and Phoenicia Elementary School.

COUNCIL ON THE ENVIRONMENT OF NEW YORK CITY, INC. - \$9,940

MICHAEL ZAMM, 51 CHAMBERS STREET, ROOM 228, NEW YORK, NY 10007

Environmental Health Education Projects in the South Bronx

The Council on the Environment, in partnership with Bronx Regional High School, educates high school students about environmental issues through its Training Student Organizers Program. The program, integrated into regular course work, moves four high school classes from an awareness of issues, through education, to action. Students work with educators to develop and conduct outreach and improvement projects that target the general public, schools, and groups in the school's community. More than 100 students are reaching out to a community that is culturally diverse and experiences a high incidence of asthma, lead poisoning, and noise-induced hearing impairment.



GUILDERLAND CENTRAL SCHOOLS - \$5,000
ALAN FIERO, STATE FARM ROAD, GUILDERLAND, NY 12084

Pine Bush Project

Farnsworth Middle School is a partner with the Albany Pine Brush Preserve Commission in conducting an environmental education and ecological restoration project that focuses on the nearby Pine Brush Preserve. Students work on research projects with area scientists and, during the summer, conduct their research and share their work with the community. Students conduct workshops for teachers from the middle school's and others in neighboring school districts on such topics as ecological restoration, native plant gardening, and butterfly restoration. Students, trained as guides in the Pine Bush and the school's gardens, raise community awareness about the Pine Bush, biodiversity, and ecological restoration.

HUDSON RIVER SLOOP *CLEARWATER* - \$4,522
CHRIS BOWSER, 112 MARKET STREET, POUGHKEEPSIE, NY 12601

Discovery Watershed Initiative

The program focuses on lessons learned on shore about the effects of pollution on the entire watershed. The Hudson River Sloop *Clearwater's* On-land Discovery Program teaches elementary students about the beauty of the Hudson River, its diverse organisms, and the complex environmental issues that affect it. The Discovery Watershed Initiative continues to reach more than 1,000 students in grades 3 through 7. It includes a classroom visit and a shoreside field trip during which students participate in hands-on riverside investigations. The initiative expands the program by providing a follow-up classroom session to reinforce the shoreside experience, focus on the importance of river stewardship, and encourage students to think about the river and its surroundings as one entity.

PHIPPS COMMUNITY DEVELOPMENT CORPORATION (PHIPPS CDC) - \$24,957
ADAM WEINSTEIN, WEST FARMS, 43 WEST 23RD STREET, NEW YORK, NY 10010

Drew Gardens Environmental Education Project

Phipps CDC provides services to increase the educational and economic opportunities of low-income families in the Bronx. Phipps CDC, in partnership with Community School 214 and through its Early Childhood Education Center, provides professional development programming in environmental education to at least 10 pre-kindergarten through 6th-grade teachers over a six-month period. Drew Gardens, a lot bordering the Bronx River and Community School 214 that was previously strewn with debris, has been transformed as a living laboratory-garden site for teachers of approximately 200 to 300 children involved in the environmental education program. Teacher education is supplemented by instruction provided by representatives of environmental education and study centers in New York City. The Drew Gardens project enables participating teachers to incorporate environmental education into programming as they use lessons and activities to help students use math, social studies, art, reading, and writing skills in a science program focused on the environment. The environmental studies project also is correlated with the general science curriculum of the local school district.

PROSPECT PARK ALLIANCE, INC. - \$5,000
CARL BLUMENTHAL, 95 PROSPECT PARK WEST, BROOKLYN, NY 11215

Environmental Career Development for Prospect Park Youth Workers

The Prospect Park Alliance, a nonprofit partnership with New York City, continues restoring the 250-acre woodlands area in Prospect Park, a large urban park in Brooklyn. During the summer program, the alliance integrates an educational component into programming for its youth workers. Alliance staff provide on-the-job training in identification of native and invasive plants, erosion control, and techniques



of horticulture. The program also includes education on environmental topics, career preparation, and field trips to New York City urban restoration sites and environmental study centers in New York City. Students have opportunities to interact with people pursuing environmental careers and to test their horticultural skills in the field.

SHENENDOWA CENTRAL SCHOOL DISTRICT - \$4,857
DEBORAH SMITH, 970 ROUTE 146, CLIFTON PARK, NY 12065

Outdoor Environmental Laboratory and Wildlife Habitat

Gowana Middle School, part of a 12-building suburban campus, is conducting a program to use a spacious interior courtyard as an outdoor environmental teaching and learning laboratory. Using suggestions provided in the National Wildlife Federation's "Backyard Wildlife Habitat Program," students are involved in the development of the outdoor environmental laboratory. All seventh-grade students use the laboratory in their life science programs. Sixth- and eighth-grade students use it for interdisciplinary programs. As students participate in developing and learning in the ecosystem, they develop an understanding of what must be done to preserve the environment.

VICTOR CENTRAL SCHOOL - \$5,000
VIRGINIA DIESENBERG, DISTRICT OFFICE BUILDING, VICTOR, NY 14564

Victor Environmental Education Project

The project focuses on the impact of commercial and residential development on a rural town. Students work in partnership with the Ontario County office of the New York State Department of Environmental Conservation, the town of Victor, and a local developer and contractor. Students in environmental studies classes at Victor High School conduct research on and write environmental impact reports about properties in the town of Victor. The students develop multimedia presentations and report their findings to Victor High School economics classes; the board of supervisors of the town of Victor; and the community, which they reach through the local access cable channel.

NORTH CAROLINA

CITY SEEDS - \$5,000
JONATHAN BROWN, 70 WOODFIN PLACE, ROOM 327, ASHEVILLE, NC 28801

The Bountiful City Project, Implementing Edible Forest Ecosystems in City Parks

The Bountiful City Project is Asheville's, and the country's, first edible public park system. The concept is edible, public, open spaces which are called "forest gardens." Forest gardens are composed of a variety of perennial edibles, as well as other layers of vegetation, that mimic natural forest ecosystems. It is modeled after permaculture forest gardening, which mimics the design of natural forest ecosystems. The objective of the project is to create model projects that will educate the public on environmental issues and solutions. Educational curriculum is being developed for use in educating students as they visit the parks. Workshops train interns from local colleges as instructors for younger students. In addition to benefitting from the learning experience as interns, the college students take the knowledge and experience gained through the project into the professional world.



WILSON COUNTY SCHOOLS - \$18,875

RACHEL COZART, P.O. BOX 2048, WILSON, NC 27894

Global Learning and Observations to Benefit the Environment (GLOBE)

Global Learning and Observations to Benefit the Environment (GLOBE) is a hands-on, international environmental program designed for use in schools. It brings together students, teachers, and scientists from around the world to study the environment. The goal of the project in Wilson County schools is to enhance students' awareness and understanding of environmental issues while simultaneously improving student achievement. Instruction related to GLOBE is provided at the 12 elementary schools and 6 middle schools in the school system. Hands-on learning experiences, small group instruction, and integrated learning opportunities characterize the enrichment program.

NORTH DAKOTA

UNIVERSITY OF NORTH DAKOTA - \$8,200

DANIEL DALY, GRAND FORKS, ND 58202-9018

North Dakota Red River Basin River Watch Project

The Energy & Environmental Research Center (EERC) is holding a one-time laboratory field experience for two high schools in Grand Forks County, North Dakota, and two schools in Polk County, Minnesota. The proven River Watch program is the vehicle used. The goal is to enhance the River Watch educational experience for the Minnesota schools, which are already in the program, and to introduce the River Watch Program to North Dakota schools, as the first step in building a water-focused environmental education program in the North Dakota portion of the Red River watershed. The objectives of the program are to provide area students an opportunity to become aware of the careers available in scientific research and environmental studies, to develop students' critical-thinking and problem-solving skills as they participate in data collection and assessment procedures, and to provide area educators with an activity that is consistent with the national and state science education standards and is built on existing local environmental education activities and curricula. The outcomes include an enhanced environmental education experience for secondary students and strengthened ties among the scientific, environmental, and educational communities in the North Dakota and Minnesota portions of the watershed.

OHIO

BETTER HOUSING LEAGUE OF GREATER CINCINNATI, CLEARCORPS CINCINNATI - \$9,965

DOT CHRISTENSON, 2400 READING ROAD, CINCINNATI, OH 45202

Lead Awareness for Families Train-the-Trainer Program

The Better Housing League of Greater Cincinnati provides training to day-care facility staff in principles of adult education and lead awareness safety. Day-care staff facilitate three sessions at centers that serve low-income families in Cincinnati and Hamilton County, one session with parents and caregivers and two sessions with children at the facility. More than 600 individuals will be trained through this program which will serve as a model for other daycare facilities.



MAHONING VALLEY/NORTHEAST OHIO CAMP FIRE COUNCIL - \$6,230
BARBARA SMITH, P.O. BOX 516, 3712 LEFFINGWELL ROAD, CANFIELD, OH 44406

Environmental Olympics

Mahoning Valley/Northeast Ohio Camp Fire Council teams with Organización Civica y Cultural Hispana Americana, Inc. (OCCHA) to bring environmental education activities to OCCHA's afterschool site on the south side of Youngstown. The program teaches 40 inner-city, high-risk youth from 8 to 13 years of age about their local environment through field trips and hands-on service learning projects. Among other evaluation measures, Mahoning Valley/Northeast Ohio Camp Fire Council tracks student self-esteem throughout different phases of the project.

UNIVERSITY OF FINDLAY, COLLEGE OF EDUCATION - \$5,000
GWYNNE STONER-RIFE, 1000 NORTH MAIN STREET, FINDLAY, OH 45840

Pesticide Education for Teachers of Northwest Ohio

Under its preservice and inservice teacher education initiative, the University of Findlay offers a multimedia software (CD-ROM) package related to pesticide education. The technology-based education program focuses on a proactive, prevention-oriented approach to environmental problems related to current agricultural practices in the use of chemical insecticides. The program reaches 60 graduate-level teachers and 20 preservice undergraduate teachers.

OKLAHOMA

HEART OF OKLAHOMA COUNCIL OF CAMP FIRE - \$4,788
JAN ROBINSON, 3309 EAST HEFNER ROAD, OKLAHOMA CITY, OK 73131

Science-Sense

With the establishment of 10 Braille trail stations, the Science-Sense project transforms an outdoor classroom into an area in which all students can expand their environmental education. Visually impaired children experience nature through the use of their other senses. Sighted peers share the same experiences as they walk through the trail blindfolded. Children follow a guide rope and pause at the 10 stations to experience the scents, sounds, and textures of plants, seeds, arachnids, mammals, reptiles, amphibians, rocks, and minerals. Each station is identified with signs in both standard print and Braille, cassette tapes, and brochures.

NORMAN PUBLIC SCHOOLS - \$5,000
RICHARD DENNIS, 600 48TH STREET SE, NORMAN, OK 73026

WOODS Annex

Teachers participate in Project Wet training workshops and a four-week Naturalist in Residence program to prepare them to serve as environmental guides. Pathways are constructed to allow participants to use the WOODS annex project for environmental studies, including the application of the scientific processes of observing, counting, measuring, collecting, and drawing conclusions about organisms in the annex.



OREGON

CROOK COUNTY SOIL AND WATER CONSERVATION DISTRICT - \$3,700
TINA WHITMAN, 498 SOUTHEAST LYNN BOULEVARD, PRINEVILLE, OR 97754

Crooked River Watershed Council Monitoring Education and Involvement Project

Through the monitoring project, the Crooked River Watershed Council provides local teachers, students, and landowners instruction and field-based experience in watershed science and policy. The project improves community knowledge of the condition of resources and involvement in watershed stewardship. Two workshops are conducted in photo and water quality monitoring methods and data interpretation. One workshop is for area educators, and the other is for interested members of the community and landowners. Partners in the project with the Crooked River Watershed Council are the Crook County High School, the Central Oregon Intergovernmental Council Work Education Program, and Oregon State University Extension.

EASTERN OREGON UNIVERSITY SCHOOL OF EDUCATION AND BUSINESS - \$20,061
DONNA RAINBOTH, ONE UNIVERSITY BLVD., LA GRANDE, OR 97850

Weaving a WEB

Eastern Oregon University, in collaboration with four partners, Union School District, Umatilla School District, the Science and Mathematics Consortium for Northwest Schools, and Pacific Northwest National Laboratory, revises the current Whole Ecosystem in Balance (WEB) curriculum and correlates the curriculum to state and national standards. The project focuses on revising WEB lessons to include current natural resource issues, more environmental concepts, and less basic information and correlating all WEB lessons with the Oregon and national science education standards. Two training opportunities help 40 additional teachers in eastern Washington and Oregon implement the WEB curriculum.

NORTHWEST YOUTH CORP - \$5,000
NATALIE WHITSON, 2621 AUGUSTA STREET, EUGENE, LANE COUNTY, OR 97403

Lane County Culvert Survey and Environmental Education Project

Through this project, the Northwest Youth Corps (NYC) designs a new class for environmental educators in NYC's Outdoor School (ODS) and YouthWorks. The class prepares at-risk youth in NYC's programs to be stewards of the environment in the community by training them to collect needed information. Under the direction of the Oregon Department of Fish and Wildlife, approximately 80 middle school students and 100 high school students in NYC's program examine diversity of species and monitor water quality when necessary. The data collected are interpreted by students in the ODS as part of their education, job training, community service, and career development activities. In the process, students also enhance their work skills through the completion of intensive field assessments; develop skills in citizenship and stewardship of the environment through community service; and gain the skills needed to mitigate environmental hazards, determine environmental policies, and achieve environmental justice.

OREGON GRADUATE INSTITUTE OF SCIENCE AND TECHNOLOGY/SATURDAY ACADEMY DEPARTMENT - \$5,000
KIM WILSON, 20000 NORTHWEST WALKER ROAD, BEAVERTON, OR 97006

Instruction and Coordination of Two Youth Tree Inventory Project Teams

The Youth Tree Inventory (YTI) Project introduces middle and high school students to the basics of arboriculture, data collection techniques, and public policy as is related to trees in the urban right-of-way ("street trees"). The students involved are from low-income and culturally diverse communities in North Portland. The project benefits students educationally and benefits the community by creating awareness



of urban resources and encouraging stewardship of those resources. Professionals from the City of Portland Urban Forestry Department and Portland State University, arborists, and community volunteers work with student inventory teams during YTI instructional and data collection activities. Hands-on practice is emphasized during training and reinforced throughout the collection period.

OREGON STATE UNIVERSITY ENVIRONMENTAL HEALTH SCIENCES CENTER - \$4,951
HOLLY SHERBURNE, 1011 ALS BUILDING, CORVALLIS, OR 97331

Science Inquiry Through Environmental Health Science Education

Through a partnership with the Environmental and Occupational Health Sciences Institute in New Jersey, the Center trains elementary classroom teachers in the Lincoln County School District, with a focus on fifth-grade. An interactive workshop and three subsequent trainings are conducted to train elementary classroom teachers in an existing curriculum, ToxRAP (Toxicology, Risk Assessment and Pollution), to improve their environmental education teaching skills and knowledge about environmental health issues. The teachers also are trained in how to use the Oregon Scientific Inquiry Scoring Guide to score student work samples prepared by students participating in ToxRAP curricular activities.

PENNSYLVANIA

DOWNINGTOWN AREA SCHOOL DISTRICT - \$4,820
HOLLY MADDAMS, 122 WALLACE AVENUE, DOWNINGTOWN, PA 19335

Environmental Education Teacher Training in Natural Settings

EPA funds support environmental education and training of teacher and parent volunteers in a natural setting at Beaver Creek Elementary School. Trained individuals assume primary teaching responsibilities at the Watershed Learning Center adjacent to the school. All 500 students at the school participate in lessons presented on site at the center. Students, teachers, and parent volunteers better understand the ecosystems at the center and the effects of human behavior on those ecosystems and on environmental quality. The training enables teachers to foster students' critical-thinking and problem-solving abilities.

PENNSYLVANIA ENVIRONMENTAL COUNCIL - \$10,634
ANN SMITH, 117 SOUTH 17TH STREET, SUITE 2300, PHILADELPHIA, PA 19103

Darby-Cobbs Watershed Education Program for Teachers

The program trains teachers in the basics of watershed management, with an emphasis on important local issues. In addition to scientific and technical topics, the program educates teachers on public policy issues and local initiatives that are underway in their watershed. Teachers learn how science and technology are applied through public policy regulations, incentive programs, and grass root initiatives to address environmental issues to enhance teaching skills on local watershed issues. The instruction is integrated with existing curriculum and materials that teachers can use in their classrooms. Teachers are expected to develop a field or service-oriented project for their students that will contribute to local watershed initiatives.

POCONO ENVIRONMENTAL EDUCATION CENTER - \$2,067
BEN ARMSTRONG, RR 2, BOX 1010, DINGMANS FERRY, PA 18328

Watersheds and Wetlands Workshops

The program sponsors two day-long Watersheds and Wetlands workshops for 60 mid-level teachers and students. Training enables participants to return to the classroom as student-teachers who share knowledge with classmates. The student-teachers are trained in biological, physical, and chemical testing; they then teach water quality workshops as group leaders. With classroom instruction before and after the workshop, the hands-on, inquiry-based field study activities during the workshops help teachers and students understand the state curriculum and standards for watershed and wetlands education.



SAINT FRANCIS COLLEGE - \$9,745
KEVIN O'FLAHERTY, P.O. Box 600, LORETTO, PA 15940

Bringing the Ocean to Western PA and Western PA to the Ocean

Elementary and secondary school teachers in an economically depressed area attend a workshop to learn about the ocean and salt water issues. Teachers participate in presentations on the Chesapeake Bay Watershed, the water cycle, freshwater/saltwater differences, and ecosystem dynamics. The teachers set up salt water aquaria in their classrooms to replicate the larger ecosystem of the ocean to learn aquaria dynamics as they apply to ecosystem dynamics. Teachers integrate environmental and ecological standards into their classroom curricula to educate students about the important relationship between fresh water in Pennsylvania and salt water in ocean systems. Teachers learn about water testing procedures and nutrient loads along with developing critical analysis of their research.

SHADE HIGH SCHOOL - \$4,990
DAMION CIOTTI, 203 MCGREGOR, P.O. Box 7, CAIRNBROOK, PA 15924

High School Students Watershed Assessment Project

Students from Shade and Westmont high schools initiate a watershed assessment that provides historical information about specific sites in the watershed and includes a stream monitoring program that provides quality data used by regional and state environmental agencies. Students show findings to local Dark Shade residents and make recommendations about cleanup measures. The expected outcome is that students understand an environmental problem-solving process that combines historical research and good scientific data to solve environmental problems. The project strengthens EPA's Brownfields Pilot Project outreach effort in Central City and Shade Township.

URBAN TREE CONNECTION - \$10,000
SAUL WEINER, 5125 WOODBINE AVENUE, PHILADELPHIA, PA 19131

Open Space Revitalization Project

The project focuses on developing an innovative, active, learning-based environmental science curriculum that involves neighborhood students in an open space revitalization project. It also responds to the interest expressed in the community in developing some vacant lots as a safe space for children and for community gardens. Students in grades 3 through 5 at R.R. Wright Elementary School are involved in the research, planning, design, and installation of improvements at five vacant lots. Activities and curriculum topics include soils, water cycle, food production, ecological concepts, habitat gardens, pollution and waste management, and community service. The final product is a template to be used by other communities. This project involves minority students in an underserved, under-resourced community.

PUERTO RICO

INTER-AMERICAN UNIVERSITY OF PUERTO RICO, INC. - \$24,992
AMAURY BOSCIO, P.O. Box 363255, SAN JUAN, PR 00936-3255

Barranquitas Campus Environmental Education Program (BCEEP)

The Barranquitas Campus Environmental Education Program (BCEEP), in partnership with the Inter-American University of Puerto Rico, Inc. and local school districts, is increasing five communities' understanding of environmental issues and is targeting teachers and students at eight elementary schools and four high schools in neighboring municipalities. Using multimedia computer technology, the University is conducting a series of conferences on environmental issues of concern to communities in central Puerto Rico, including endangered species, solid waste, freshwater resources, composting, and environmental careers. Targeted schools are located in Barranquitas and the neighboring communities of Aibonito, Orocovis,



and Corozal. BCEEP is conducting pre-service programming to improve the ability of future teachers from the Barranquitas campus to integrate environmental education into elementary and science curricula. The materials developed are made available on the university's Web site.

RHODE ISLAND

KEEP PROVIDENCE BEAUTIFUL - \$5,000

SALLY TURNER, 385 WESTMINSTER STREET, PROVIDENCE, RI 02903

Summer 2000 Green Team Program

Focusing on eight neighborhoods in Providence, 40 youths, from 14 through 18 years old, work with the community to raise awareness of negative environmental factors, build a sense of stewardship of neighborhood, and increase their knowledge of how to effect change and improve environmental conditions. The youths work on such issues as litter, improper waste disposal, recycling, and vacant lots.

WOONSOCKET EDUCATION DEPARTMENT - \$12,450

MIKE FERRY, WOONSOCKET HIGH SCHOOL, 108 HIGH STREET, WOONSOCKET, RI 02895

Northeast River Teacher Training

A five-day hands-on teacher training workshop is held on the Northeast River Curriculum. The training focuses on increasing students' knowledge and understanding of important issues and concepts related to the river, preparing students with the necessary skills to properly investigate and report relevant information about the river, and inspiring students to take action and resolve problems that contribute to the overall deterioration of the river.

SOUTH CAROLINA

COASTAL CAROLINA UNIVERSITY - \$4,832

SHARON GILMAN, P.O. BOX 2619454, CONWAY, SC 29258

Community River Project: Volunteer Monitoring Program for Horry County

The primary goal of the project is to foster local appreciation and a conservation ethic with regard to our wetlands and water resources. Teams of local volunteers in Horry County are trained to participate in a long-term water quality monitoring program. Volunteers are provided the necessary equipment and trained to collect, review, and report data that are used to formulate conservation recommendations for the community. The efforts of the volunteers and the results they achieve, in collaboration with those of participants in Coastal Carolina University's High School River Project, are highlighted at an education event open to schools and the public that is held at the Playcard Environmental Education Center.

YOUTH SERVICE CHARLESTON, INC. - \$10,820

BEN LONG, P.O. BOX 22085, CHARLESTON, SC 29413

Earth Force Community Action and Problem Solving (CAPS) Program

CAPS is an environmental problem-solving program through which middle-school-age youth and their adult leaders identify local environmental issues and work to create sustainable solutions to those problems. CAPS educators and youth acquire problem-solving skills by identifying and addressing an existing environmental problem in their community. Through the Youth Service Corps (YSC), the Charleston area has become one of six communities throughout the nation to implement the Earth Force CAPS program. Because of the increased recognition of and demand for the program, YSC plans to add sites in areas which the program already is established and expand it into additional areas, especially rural communities.



TENNESSEE

CUMBERLAND RIVER COMPACT, INC. - \$5,000

MARGO FARNSWORTH, P.O. BOX 41721, NASHVILLE, TN 37172

Splash Bash 2000

Middle and high school teachers in communities along the Cumberland River participate in a two-part program: teacher training in water quality monitoring and a findings celebration (The Splash Bash). Teacher instruction centers on chemical monitoring, identification and importance of macro-invertebrates, watershed concept activities, and identification and use of local resources. After the training in the fall, teachers are given a free water monitoring kit to use with their students on any local tributary of the Cumberland River during a specified time period. When collected, the data are sent to the Cumberland River Compact which disseminates the data to local, state, and federal partners and posts the data on its Web site for students and the general public to see. In the spring, teachers are invited to bring their students and results to The Splash Bash. Students and teachers are able to compare results from throughout the watershed and share them with each other. In addition to student displays, there are Native American river stories and dances, examples of archaeology finds from the flood plains, and booths from various government agencies.

YMCA OF METROPOLITAN CHATTANOOGA - \$6,335

PATRICK MILES, 301 W. 6TH STREET, CHATTANOOGA, TN 37402

Youth Corps Environmental Work Program

The YMCA of Metropolitan Chattanooga and the Tennessee Wildlife Center have developed a service learning model that encourages teens to begin service through volunteer programs in both organizations. The projects are conducted entirely by students. The youth corps works with agency coordinators and a crew leader in project development, project procedures, and program education. The Chattanooga Youth Corps plans to complete six environmental projects to improve human services, conservation, and urban development. The majority of the projects benefit organizations that emphasize the sustainability of the earth, the environment, and the community.

YMCA OF MIDDLE TENNESSEE - \$5,000

SUSAN RAGSDALE, 900 CHURCH STREET, NASHVILLE, TN 37203

YMCA Earth Service Corps (YESC) Leadership Seminars

The project seeks to increase capacity-building in Tennessee by bringing together students, staff, and teachers from throughout the state who are involved in the YMCA Earth Service Corps (YESC). Participants attend two seminars that challenge them in their pursuit of excellence in environmental service. The goals of the seminars are to teach participants how to do needs assessments, to make them aware of environmental issues germane to their communities, and to give them an opportunity to brainstorm project ideas and put them into action. Participants also learn how to use the YESC Web site to record their work and as a means of communications for networking. Training also is offered in leadership development and team building.



TEXAS

AMERICAN INSTITUTE FOR LEARNING - \$5,273

LOIS MYERS, 216 EAST 4TH STREET, AUSTIN, TX 78701

Teacher Training Regarding Watershed Issues

Through the Community Watershed Education Project, an increased number of students receive watershed education training, including the health and career aspects of water pollution and watershed protection. Teacher access has expanded to existing watershed models and curricula, as well. The project provides professional development to teachers by educating and training them to use unique, hands-on curricula and watershed models. The project workshops specifically target students, teachers, and community members in a culturally diverse, low-income area.

KEEP TEXAS BEAUTIFUL - \$5,187

CECILE CARSON, P.O. BOX 178, DENTON, TX 76202

Waste in Place Regional Workshops

Keep Texas Beautiful provides teachers and non-formal educators with hands-on environmental experiences through its Waste In Place workshops at eight locations in Texas. The interactive workshops include evaluating litter value for better waste management practices. Teachers in turn share the workshop curriculum with students, and non-formal educators share the curriculum with community members.

MILLER SPRINGS ALLIANCE - \$5,000

MARY ANN SMITH, P.O. BOX 752, BELTON, TX 76513

Self-Help Water Conservation Solutions and Demonstration

The objective of the Self-Help Water Conservation Project is to intensify public interest, through environmental education, in the value of and need for self-help water conservation. The project is a valuable restoration project that supports intermediate-level classroom research and exploration in water conservation. Scientific professionals provide experimental training to classroom educators and students. Approximately 14 school districts participate.

SAN MARCOS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT - \$4,821

BONNIE FARMER, 500 SOUTH LBJ, P.O. BOX 1087, SAN MARCOS, TX 78666

Monarch Butterfly Assistance Project

The project provides a real-world learning experience in which students enrolled in high school science classes implement and report on scientific experiments that address conservation issues affecting public lands. Through the study of monarch butterflies, the outdoor environmental class setting enables students to engage in hands-on activities that pique their minds in ways that cannot be achieved in the classroom. Projects begin in the classroom and are transported outside to complete the study.

SEGUIN OUTDOOR LEARNING CENTER - \$4,694

BARBARA KEMPER-NOLAN, P.O. BOX 262, MCQUEENEY, TX 78123

Water Quality Pilot Program

The program focuses on water quality issues. Recent devastating floods in the area have brought the topic to the forefront of residents' daily lives. Residents' proximity to creeks and rivers that are prone to flooding has made it vital to educate children as advocates for water quality protection measures in their daily lives. Sixth-grade students participate in field investigative trips to learn essential concepts, such as water from the tap does not come from an endless supply.



U.S. VIRGIN ISLANDS

UNIVERSITY OF THE VIRGIN ISLANDS (UVI) - \$5,000

MAYRA SUAREZ-VELEZ, #2 JOHN BREWERS' BAY, ST. THOMAS, USVI 00802

Understanding Coastal Pollution: A Dynamic Approach to Environmental Teaching

The Sea-Grant Virgin Islands Marine Advisory Service and the Mathematics and Science Department of the University of the Virgin Islands (UVI) are partners on this program to provide needed graphic environmental education materials and field experiences that engage students between the ages of 8 and 10. A medium that appeals to younger students, a comic book, is in development, with thought-provoking activities that depict characters who reflect the Virgin Islands' cultural diversity: black, Indian, Latino, and white ethnic backgrounds. The central issue is preservation of the future livelihood, as well as the environmental integrity, of the Virgin Islands through an understanding of the human impact on the Virgin Islands' precious tropical coastal zones. Five workshops are held to provide the perspective of teachers during development of the materials. Through 15 workshop presentations, approximately 400 students have the opportunity to complement the book activities with an interactive field experience at the MacLean Marine Science Center at UVI. In addition, the materials are slated for wide distribution at Coastweek and Earth Day events in the Virgin Islands.

UTAH

UTAH SOCIETY FOR ENVIRONMENTAL EDUCATION - \$20,000

TIM BROWN, 350 SOUTH 400 EAST, SUITE G4, SALT LAKE CITY, UT 84111

Building Capacity for Environmental Education in Utah

The project is designed to build environmental education networks, while accommodating local needs and events. These efforts are merged with existing events. For example, an evening event has been held in St. George for the past two years to introduce teachers to environmental education programs. The project complements the St. George event by providing a workshop during the day for personnel of participating environmental education programs. The training provides an opportunity to introduce key stakeholders, such as administrators, representatives of community groups, and personnel of agencies to environmental education. In locations that currently have no environmental education events, the Utah Society for Environmental Education works with local environmental educators and potential supporters to host gatherings that build support for environmental education through training, networking, and educating. The primary audience of the project is 140 formal and non-formal environmental educators, as well as key stakeholders at the local level, including teachers, youth group leaders, environmental education program providers, and state and federal agency personnel responsible for environmental education. The audience also includes representatives of school administrations, higher education, and community groups. Locations for environmental education gatherings include Vernal, St. George, Monticello, Ogden, Logan, Salt Lake City, and possibly other locations.

VERMONT

ASSOCIATION OF VERMONT RECYCLERS - \$4,960

CONNIE LEACH BISSON, P.O. BOX 1244, MONTPELIER, VT 05601

Regional Collaboration in Environmental Theater

The Association of Vermont Recyclers is recognized widely for its environmental theater troupe and original plays that have toured kindergarten through grade 8 classes in schools throughout Vermont for more than eight years. The grant money is used to explore opportunities to share the association's resources with neighboring states. The group tours six elementary and middle schools, reaching some 1,250 students and 65 teachers and educating them on environmental issues through theater. The group also hosts training for teachers to incorporate the association's creative form of teaching into their work plans.



LAKE CHAMPLAIN SCIENCE CENTER - \$23,500
 BETSY ROSENBLUTH, 1 COLLEGE STREET, BURLINGTON, VT 05401

Eco-Peers Project

The Science Center and the Vermont Institute for Science, Mathematics and Technology work with 20 middle and high school teachers to develop and implement a standards-based curriculum about the Lake Champlain basin. Existing materials are used and adopted to address local environmental concerns. Classroom kits, focusing on monitoring ecosystem health through land and water, will be developed for middle and high school students and will be made available on the Science Center's web site. More than 20 middle and high school teachers participate, serving more than 400 students each year.

VIRGINIA

OLD DOMINION UNIVERSITY RESEARCH FOUNDATION - \$5,000
 TERRI MATHEWS, P.O. Box 6369, NORFOLK, VA 23508

Environmental Field Investigation Project with Norfolk City Public Schools

The project creates a regional community of science educators who share environmental data from investigations conducted by high school students on high school campuses. EPA funding provides for the purchase of calculator-based laboratories (CBL) and calculators that must be acquired to begin the project. The course is designed to encourage the use of inquiry-based learning by science educators and incorporates the use of CBLs and Global Positioning Satellites (GPS).

PORTSMOUTH PUBLIC SCHOOLS - \$4,980
 CATHERINE ROBERTS, P.O. Box 998, PORTSMOUTH, VA 23705

Shad Restoration

Seventh-grade students participate in a watershed-wide shad restoration effort. The primary educational priority is education reform. The objectives of the project include teaching students importance of human interaction with the Chesapeake Bay environment, using real-world problem-solving skills to enhance critical thinking, supplementing existing efforts to increase Virginia's shad population, and providing an educational tool that encourages environmental reform to share with other professionals through the Web and conferences.

RADFORD UNIVERSITY - \$4,999
 FRED SINGER, P.O. Box 6931, RADFORD, VA 24142

Ecological Communities as Indicators of Environmental Health of an Urban Park

High school and college students and members of the community collect data on the abundance and diversity of species in an urban park. All participants learn about the life cycles of various plants and animals and how different species interact to become a community. Members of the public participate in their own education by using scientific methodology to collect the actual data that are analyzed and disseminated to the community. Members of the community that uses the park are encouraged to participate in the project by reclaiming meadows and collecting data on insect and plant communities. Project results are updated regularly and posted in Wildwood Park.



WASHINGTON

CITY OF TUMWATER PUBLIC WORKS - \$19,020

CATHY CALLISON, 555 ISRAEL ROAD SW, TUMWATER, WA 98501

Percival Creek: Habitat Education, Restoration and Stewardship

Through a combination of workshops, field experiences, informational brochures, and hands-on activities, the year-long project involves Tumwater teachers, students, homeowners, and city personnel in restoration and long-term stewardship of the local watershed and salmon habitat. The goals of the project are to provide education on the value of salmon, salmon habitat, and stream ecology through workshops and field studies; to offer training in how to use biological assessment as an educational and action tool to determining the health of salmon habitat in South Puget Sound; to teach habitat restoration skills to teachers, students, and homeowners; to provide teachers, students, and homeowners with a opportunity to apply the knowledge and skills they have learned to a habitat restoration project; and to train city personnel in long-term maintenance of habitat restoration sites.

COLUMBIA BASIN COLLEGE MATHEMATICS AND SCIENCE DIVISION - \$4,990

JENNIFER VONREIS, 2600 N 20TH AVENUE, PASCO, WA 99301

Mid-Columbia Basin Shrub-Steppe Study

The Mid-Columbia Basin Shrub-Steppe Study develops and delivers an 11-week, five-credit course to be delivered during the spring of 2001. The course teaches students how to monitor and assess the effects of human activity and development on the health of the mid-Columbia basin shrub-steppe ecosystem. The Columbia Basin College (CBC) carries out the project in conjunction with Washington State University Tri-Cities, Battelle Pacific Northwest National Laboratories, the local Audubon society, the local native plant society, and area landowners who allow faculty and students of CBC on their property.

LAKE WASHINGTON SCHOOL DISTRICT AND ENVIRONMENTAL AND ADVENTURE SCHOOL - \$3,880

EILEEN McMACKIN, P.O. BOX 97039, REDMOND, WA 98073

Finn Hill Watershed Education Project

Under a project supported by the Environmental and Adventure School, approximately 40 environmental and adventure middle school students in the Lake Washington School District engage in weekly field studies and research, including the collection and reporting of data for the King County Amphibian Monitoring Program. In turn, the middle school students provide activities to approximately 300 third- and fourth-grade students at Sandburg Elementary, Thoreau Elementary, and Arrowhead Elementary schools. At the conclusion of the project, Northshore and Lake Washington District school teachers and administrators, and interested educators elsewhere, are informed of academic and social benefits achieved through the project as a means of providing a model for wide application of the community-based environmental education method.

LAND/CULTURE PROJECT (GROUNDWORKS INSTITUTE) - \$4,838

TODD CULLISON, P.O. BOX 2902, PULLMAN, WA 99165

Environmental Education Through Stream Assessment in Eastern Washington and Northern Idaho

Groundworks Institute implements a holistic educational program in stream assessment that links data-gathering and analysis and preparation of recommendations among partner schools and organizations through an interactive web site. The purposes of the program are to educate participants about the importance of good water quality and the overall health of local watersheds and to link students across geographical distances as they collaborate to assess their local watersheds. The project uses comprehensive



environmental education methods to integrate mathematics, science, communication, and critical-thinking skills into an existing assessment curriculum. The integrated environmental education program connects children with their local environment through hands-on experiences in watershed assessment in the field, in the classroom, and on the web. The primary audience of the project is school children in kindergarten through 12th grade in eastern Washington and northern Idaho.

MASON CONSERVATION DISTRICT - \$15,000

JEANENE CAMPBELL, 1051 S.E. Hwy 3, SUITE G, SHELTON, WA 98584

Mason County Environmental Education Initiative

Through a cooperative effort that involves the Washington Forest Protection Association and the Simpson Timber Company, the Mason Conservation District (MDC) offers a means of educating teachers and district administrators about the benefits of using interdisciplinary environmental education activities in the classroom. The MDC and the partner agencies form the Mason County Environmental Education Team (MCEET) to provide training for teachers in Shelton School District. The MCEET and teachers integrate environmental education into existing curricula, such as Project Learning Tree, Project WET, Project Wild, and Forests of Washington, to meet the new essential academic learning requirements (ERLR). Once integrated, the curriculum helps teachers assess environmental and ecological conditions and address specific environmental issues and problems. The work with Shelton School District will serve as a model for other districts after the project has been completed.

SALISH SEA EXPEDITIONS - \$5,000

ELLIE LINEN LOW, P.O. Box 976, KINGSTON, WA 98346

Turning Middle School Students into "Real" Marine Scientists

The project is designed as a pilot study to link two innovative science education endeavors in Puget Sound, the Salish Sea Expeditions (SSE) and the Truth About Science (TAS) curriculum. SSE and TAS are similar in that they both teach students how to practice "real" environmental science: SSE almost entirely out of doors and TAS from the platform of a structured classroom. The goal of the collaborative project is to unite and strengthen the inquiry based learning programs, thereby providing an intensive and cohesive educational experience, in both the classroom and the field. Through a partnership with TAS developers, SSE provides training to middle school teachers who are participating in the TAS curriculum in the Seattle School District in how to conduct their classes' long-term research projects using the SSE boat, science equipment, and educators.

WEST VIRGINIA

CACAPON INSTITUTE - \$5,000

W. NEIL GILLIES, Rt. 1 Box 326, HIGH VIEW, WV 26808

Keep Well Water Program

Middle and high school students are trained in testing for the presence or absence of bacteria and in testing water samples in their own homes, interpreting and reporting the results to local media and posting the results on Cacapon Institute's Web site. In the Cacapon Watershed, 60 percent of wells are contaminated with total coliform bacteria, and 17 percent are contaminated with *Escherichia coli*. Reported results educate the public about the quality of community drinking water and about health concerns associated with contaminated drinking water.



THE CHILDREN'S TREEHOUSE - \$5,000

MARK MADISON, BOX 166, SHEPHERD GRADE ROAD, SHEPHERDSTOWN, WV 254430

Grow With Us

Preschool children enjoy an outdoor environmental learning site. The site is furnished with native plants, shrubs, and trees that attract birds and butterflies. Bird feeders and houses and observation sites provide the children with glimpses of life in the wild. The water site houses fish, aquatic vegetation, frogs, tadpoles, and some insects. The children learn about nature from observing plants and animals in their natural environment.

WISCONSIN

UNIVERSITY OF WISCONSIN-GREEN BAY, NATURAL AND APPLIED SCIENCES/HUMANISTIC STUDIES - \$5,000

ANDREW FIALA, 2420 NICOLET DRIVE, GREEN BAY, WI 54311-7001

The Restoration of the Fox River-Green Bay Ecosystem

The University of Wisconsin-Green Bay offers a series of interactive workshops during which participants practice critical thinking skills that help them to respond to local environmental problems, most notably the remediation of sediments in the Fox River basin that are contaminated with polychlorinated biphenyls (PCBs). Teachers and members of the Hmong community, the Oneida and Menominee nations, and the local community are invited to participate actively and learn how to assess the remediation efforts currently taking place on the Fox River. Topics covered include statistical reasoning and the scientific method.

WYOMING

CAMPBELL COUNTY SCHOOL DISTRICT - \$3,022

ROLLO WILLIAMS, P.O. BOX 3033, 1000 WEST 8TH, GILLETTE, WY 82717-3033

Follow the Waste Day

The brown-bag lunch program is a hands-on presentation that explains and shows the origin of local resources and ultimately how they are safely disposed of. During the "learning luncheon," children study the origin of their drinking water, where the water goes after it is used, and what happens to the remains of their lunch after they are thrown away. The goal of the project is to show how natural resources are connected, using various agencies at the local and regional levels. Through the Follow the Waste Day program, children and educators see how their daily activities can minimize waste and ultimately contribute to the conservation of their local natural resources. The lesson in source reduction provides educators and children with an understanding and appreciation of the need to make responsible and informed decisions in improving our environment. The knowledge is shared with the Wyoming Association of Environmental Education to disseminate it to school districts throughout the state and region.



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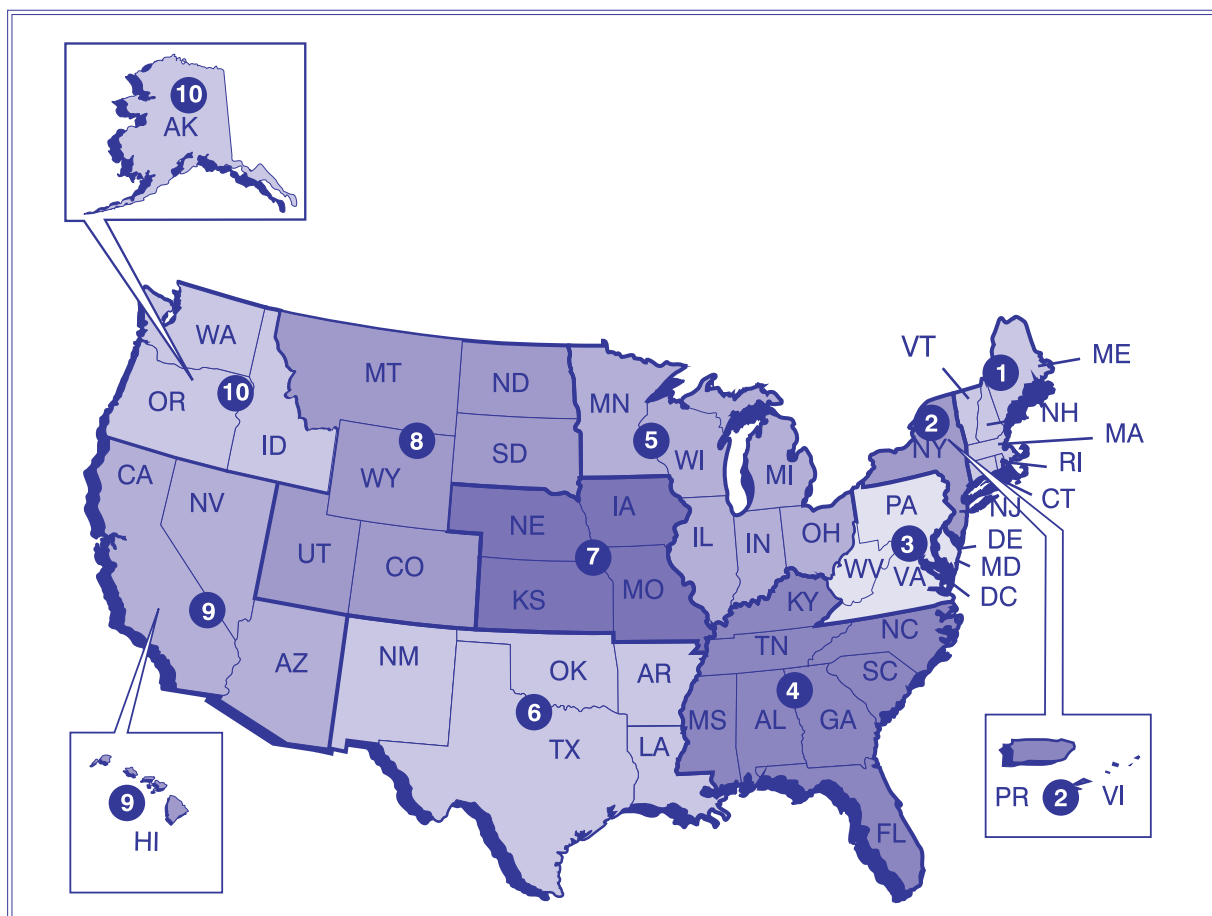
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NOTES



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